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ABSTRACT

To facilitate planning, development, and implementation of educational policies, data was collected concerning community attitudes toward both current and desired educational programs. Sampling procedures, instrumentation, data collection, and responses to questionnaire items and open-ended questions are described in detail. Appendices include subpublic analysis tables, school-community correspondence, and the questionnaire. (MS)

ED053191

EDUCATION for the 70's

TACOMA PUBLIC SCHOOLS

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EDUCATION FOR THE 70'S

How Did It Begin?

During the 1969-70 school year, the Tacoma Council of PTA established a Focus on Education Committee. The purpose of the committee was to consider problems of student unrest in the schools. One of the outcomes was the development of a statement on "Rights, Responsibilities and Regulations" affecting students in school.

But a second recommendation made to the Tacoma School Board dealt with individual concerns about programs and practices of the district. It was in response to this recommendation that the Tacoma School Board initiated the "Education for the 70's" study.

The School Board Action

At its meeting of June 16, 1970, the Tacoma School Board approved the recommendation for a "project involving parents, teachers, students, administration and school board members in a study of the Tacoma school system to determine the course of public education in Tacoma during the next ten years." The proposal, as approved, was for a study to be conducted jointly by the school administration and the PTA.

Participation In The Study

The proposal emphasized that participation in Education for the 70's would be broadly based. The school board approved steps for participation as follows:

1. The study would be initiated by the Board of Directors, and final decision as to the form and use of this study will rest with this legally responsible body.
2. The entire staff and total resources of the Tacoma Public Schools could be made available to provide information and assistance.
3. Efforts would be made to improve communications through the organization that exists instead of creating an entirely new structure. Therefore, through the PTA Council, active involvement of every PTA unit will be sought. Through these units participation of students and other interested community citizens would be encouraged.
4. Specific plans for carrying out the study would be a cooperative development. A steering committee jointly developed by the Board, administration and PTA would be established to implement the project.

The Questions To Be Answered

The following four questions were to guide the E-70 project through its phases:

1. What kind of education do you want for the boys and girls in the Tacoma schools?
2. What is the status of our program now?
3. What specific programs and facilities are needed?
4. How can we organize to best implement these programs?

The first phase of "Education for the 70's" was the survey of community opinion reported to you in detail in this publication. This survey was designed to give some initial answers to the first two questions listed above.

ED053191

EDUCATION FOR THE 70'S

A Survey of Community Opinion about the Tacoma Public Schools

A COMPREHENSIVE RESEARCH REPORT

"Education for the 70's" is a study conducted jointly by the Tacoma Parent-Teacher Association and the administration of the Tacoma Public Schools. This survey is part of the E-70 study.

MAY 1971

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PREFACE

In this country we can look back on a long tradition of participation by many persons in working out the future of groups and organizations. So there's nothing really new about involving more people in making community decisions, or in advising on the course that its institutions, including schools, should take. The New England Town Hall brought together citizens for debate and the right to be involved in making decisions on those issues, large and small, that dealt with the group life in the community. Those people, according to the historians, took their responsibilities seriously. They participated. Perhaps they did so because the communities were small and the effects of their decisions were easily observed and understood.

Somehow, perhaps in the name of efficiency, as communities and institutions grew larger, it became necessary to turn over certain problems to smaller committees, and eventually to hire people especially to administer and carry out the policy decisions. But the community was still participating in making the basic decisions. I don't think we've ever lost that concept ... that the people who are affected by the decisions have a right and a responsibility to participate in making the decision. It may not be the most efficient way because it costs more in terms of time and effort...but I think we all reject the alternative notions of vested authority and dictatorial power.

As a school superintendent, I welcome every opportunity to develop the partnership of the schools with the parents of children, and with other institutional leaders who also represent the interests of the people. Now I'll have to admit this isn't always as easily done as said. In fact, it wasn't too many years ago that I can remember hearing central office staff and principals complaining about apathy. "If only we could get more people involved!", they said. Well, things have changed, and participation is the name of the game today. I'd like to make that statement in another way. We are all involved in a collaborative search for agreement through discussion. That doesn't mean we are always going to agree... but we are searching for agreement and it's that kind of process that I think will serve us best as we try to look ahead to the way in which we can best educate our children in the 1970's for the world they will face in 1980 and beyond. We will be raising some tough questions. What will society be like in 1980? What kind of education helps individuals grow up to be the kind who continue to grow as people and to make a contribution to society? How do we make partnership decisions on the objectives to achieve these broad goals? And eventually, we have to talk about how and when we change what we are doing...you as PTA presidents and principals of schools will find yourselves sitting down together to discuss what kinds of teachers you want in each school and what the academic thrust should be in your community and the school in which you work.

Finally, let me say that many good decisions have been blocked because there wasn't enough money...because a higher priority for the dollars had been accorded some other objective or program. You'll have to face that problem, too, if participation is really the name of the game. I am convinced that it is.

The above address, presented at the Parent-Teacher Association Presidents' - Principals' Conference on August 21, 1970, by Angelo Giaudrone, Superintendent of the Tacoma Public Schools, was chosen as the preface for this study because it expressed the spirit of "Education for the 70's" as well as marking, in part, its beginning. R.L.S.

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PURPOSE OF THE STUDY

It would be useful to study and know the perceptions that citizens have about various aspects of the Tacoma Public School system. Data reflecting the different viewpoints of citizens would help clarify the feelings and understandings the public has about the Tacoma Public Schools. Such clarification might allow more accountable planning, development, and implementation of educational policies and programs to be made.

Educational leaders are continually confronted with opinions from different segments of the community about various facets of the educational program. These leaders must not consider the community as just one group of people having similar opinions, but as a complex of different groups that overlap with a wide range of opinion on any given issue or issues. Since it is assumed that people behave somewhat in accordance with the opinions they have, educational leaders must know what the opinions are toward the Tacoma Public Schools when proposals for educational programs and policies are considered for implementation. For an understanding of what the opinions are, educational leaders must know: (1) what the key issues are on which the public holds opinions; (2) what proportion of the community actually has opinions on these issues; (3) what segments of the community have opinions; (4) what these opinions are, positive or negative; and (5) how positive or negative the opinions actually are.

The results of this study will provide the information local educators and community members need to develop quality programs and relevant policies responsive to the educational needs of students. It is anticipated that more deliberate dialogue will take place among educators and other community members. Hopefully, such dialogue will produce a "working consensus" enabling clearer definitions of possible alternatives to be generated that then become available for the development of policies and programs meeting educational needs of our community.

> In the American society--a society of many needs, interests, races, backgrounds--the goals of education require some agreement if they are to be carried out effectively. Without such agreement on goals, the schools and their leaders may be at the mercy of any small vocal group, often misguided and intent upon their special educational program or method. With a working consensus on the main goals, Americans can combine their energies to develop the kind of schools for educating the men and women who can meet the challenges of the future.[1]

In addition, the data gained through this study can serve as a point of comparison to determine future changes that might develop in the community. This study has attempted to survey the various aspects of educational programs and policies that were expressed as concerns by Tacoma citizens. This survey presents a general picture of the opinions held by residents living within the Tacoma Public Schools attendance area as of January 1971.

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[1] NEA-ATPI, A Time for Questioning (Washington, D. C. and New York: Joint Committee of National Education Association and the American Textbook Publishers Institute, 1966) p. 24.

PROCEDURES OF THE STUDY

Sample

The sample of the community used in this study was randomly drawn from the population of households contained within the geographical limits of the Tacoma Public School District in the fall of 1970. A computer tape, Structure and Environment File, listing the addresses of dwelling units within the City of Tacoma was obtained from the City of Tacoma Planning Department. This file was developed by the City Planning Department over a two year period through funds made available through a Federal grant from the Renewal Assistance Administration, U. S. Department of Housing and Urban Development. Two sample surveys were made by the City Planning Department to determine the reliability of the listing. The two surveys were found to be 93.2% compatible[1]. The sample listing drawn for this study was found to have 273 (4.7%) errors in it which compared favorably with the City Planning Department findings.

The computer listing was organized by census tracts. A ten percent sample was randomly drawn from each census tract listed. Since the boundaries of the school district extended beyond the city limits, additional listings had to be acquired so a sample could be made of the households in the Tacoma Public School District that were not contained in the Structure and Environment File. The following resources were used to obtain the additional listings: A card file from the Fircrest City Hall, which contained every household in the city of Fircrest; The Suburban Directory which listed households in the south suburban area outside the city; The Tacoma City Directory which listed the households within the city of Ruston; and Pierce County Planning Maps which identified the household sites in the Dash Point and Brown's Point areas.

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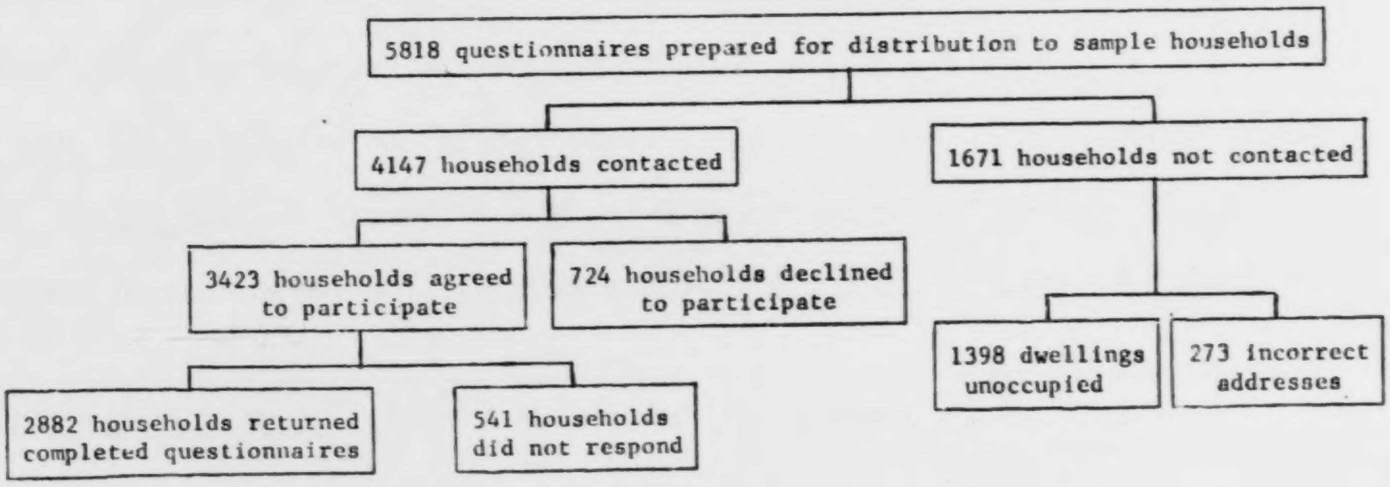
[1] City Planning Department, Tacoma, Washington, Program Status Report Number 1, December 1968, pp. 3-4.

For each area outside the City of Tacoma and each census tract within the City of Tacoma, the first listed household was selected randomly and the sample was completed by selecting every tenth address counting from the initial random selection. Using these procedures, a total of 5818 addresses were selected as the sample of households within the Tacoma Public School District that was used in this study.

As shown in Chart 1, of the 5818 households randomly selected for sampling, 1671 (28.7%) were not contacted. Of the 1671 households not contacted, 1398 (83.7%) were judged by survey personnel to have been unoccupied, and 273 (16.3%) were incorrect addresses. Contact was made with 4147 (71.3%) of the selected households. Of the 4147 households contacted, 3423 (82.5%) agreed to participate in the survey, and 724 (17.5%) declined. Of the 3423 households agreeing to participate, 541 (15.8%) failed to return completed

Chart 1

Organization and Attrition of Sample


5818 questionnaires prepared for distribution to sample households
4147 households contacted
1671 households not contacted
3423 households agreed to participate
724 households declined to participate
1398 dwellings unoccupied
273 incorrect addresses
2882 households returned completed questionnaires
541 households did not respond

survey forms. The final sample consisted of the 2882 households from which completed questionnaires were returned. The final sample represented 69.5% of all households contacted, and 84.2% of those indicating agreement to participate in the survey.

Instrumentation

A steering committee was appointed to help develop an appropriate questionnaire and guide the study to its conclusion. This committee was composed of seventeen members: Mrs. Marlo Maki, Focus Chairman for the Parent-Teacher Association, and Del Cross, Administrative Assistant for the Tacoma Public Schools, were named as co-chairmen; other P.T.A. representatives were Mrs. Ralph Pearsall, Mrs. Willard Pace, Mrs. Harold Magelssen, Mrs. Doug Stegmiller, Mrs. William Sundstrom, and Mrs. Jackson Tate; Mrs. Gordon Soder represented the teachers' professional organization; and also included were Dinwiddie Fuhrmeister of the Tacoma Chamber of Commerce, Mrs. Albert Bacon III of the Junior League, and Mrs. Frank Jacobs of the Quality Education Committee. Completing the committee were the following School District representatives: Joseph Lassoie, Deputy Superintendent; Fred Rapp, elementary school principal; Milt Rouse from the Bates Vocational-Technical Institute; Harold Snodgrass, Publications; and Dick Stiles, Research.

"Since scientifically conducted polls provide the most accurate and useful measures of what citizens know and value,"[1] it was decided that a questionnaire should be developed to survey the opinions of Tacoma citizens. A survey instrument used to measure public opinion regarding public education should have items designed to reflect actual current concerns of the community. "Lists of questions which fail to provide opportunity for expression of opinion about matters of current interest may yield dangerously misleading results."[1] Therefore it was felt that the questionnaire used in this study should be developed locally rather than using an instrument developed by some other agency or school district. However, since the items were developed to reflect local opinions and some degree of commonality was assumed to exist among school districts, questions that appeared in other public opinion surveys on education were included in the questionnaire used in this study.

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[1] Gordon McCloskey, Education and Public Understanding (New York: Harper & Row, 1967), p. 238.

To gather data on the opinions of current interest to the local community, a chairman was selected from each public school in Tacoma. During the month of October 1970 these chairmen and their committees used various techniques to obtain the requested data. They gathered responses from students, school employees, parents, and other citizens residing within the school district boundaries. In addition, responses were obtained from local businessmen and civic organizations. Since this study was working with the complex subject of public education and this stage was preliminary to the study, it was decided to use a less structured approach recommended by McNemar.[2] Four open-end questions were asked to gain the necessary data from the community. These questions were:

(1) What kind of education do you want for the boys and girls in the Tacoma schools?

(2) What is the status of our program now?

(3) What specific programs and facilities are needed?

(4) How can we organize to best implement these programs?

Approximately 30,000 pieces of datum were obtained from approximately 6000 individuals and organizations during the first stage of the study.

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[1] Gordon McCloskey, Education and Public Understanding (New York: Harper & Row, 1967), p. 239.

[2] Quinn McNemar, "Opinion-Attitude Methodology", Psychological Bulletin, Vol. 43, No. 4 (July 1946), p. 320.

The following procedures were used to develop the questionnaire: Members of the Steering Committee read and categorized each of the responses submitted from the community in stage one. The responses were collated into categories and duplicate responses were eliminated. The Steering Committee screened each category for appropriateness in furnishing information from which plans, decisions, and recommendations could be made. The committee eliminated those categories that were least useful and also those categories that were seen as relatively unknown by the general local public. Through the procedures found in Payne[1] and Kornhauser and Sheatsley,[2] closed-end items were developed and refined from the categories that were not eliminated.

It was decided that rather than developing an attitude scale on the generalized psychological object of local public education, it would be more desirable to gain a measure of public opinion on several specific aspects of public education. Single question opinion gauging, a method for identifying opinions discussed by McNemar,[3] was used to develop the items for the questionnaire. Since items on the questionnaire were to be compared with one another, the majority of items were constructed so that a five-point Likert-type response scale ranging from strongly agree to strongly disagree could be used to respond to the items. Such a response scale could both identify the direction and intensity of opinion on an item. Krech, Crutchfield and Ballachey[4] stated that it would not be correct to assume that a response made in the neutral region would correspond to the midpoint of the possible range of scores. The main problem with such an assumption would be that a respondent who did not have an opinion about a statement might respond to the middle response of "undecided". Such a response would indicate lack of opinion rather than a neutral opinion. Therefore, a sixth response alternative was incorporated for the scaled response items which would indicate either that the respondent had no opinion or had no knowledge about the statement. With the use of a Likert-type response scale and a sixth response alternative, data could be obtained on each item that would indicate the percentage of the sample who had an opinion about the item, the direction of the opinion, and the intensity of the opinion.

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[1] Stanley L. Payne, The Art of Asking Questions (Princeton, N. J.: Princeton University Press, 1951).

[2] Arthur Kornhauser and Paul B. Sheatsley, "Questionnaire Construction and Interview Procedure," in Selltiz, et al, Research Methods in Social Relations (New York: Holt, Rinehart, and Winston, 1959), pp. 546-574.

[3] McNemar, pp. 312-328.

[4] David Krech, Richard S. Crutchfield, and Egerton L. Ballachey, Individual in Society (New York: McGraw-Hill Co., 1962), p. 153.

Final editing and revising of the field-test version of the instrument was made by the Steering Committee and faculty members from Washington State University. The second stage concluded with a field testing of the questionnaire in a metropolitan area made by trained graduate students from Washington State University working under the supervision of James J. Kiefert. The Field Test tested the questionnaire for content validity, item sequence, reading level and emotionally loaded words. Items were identified that were not clearly understood or were too difficult for the respondents to read and respond to. Items were modified or omitted based on the results of the field testing. After the final modifications were made, the questionnaire was ready for use in this study (see Appendix C).

Collection of Data

During the month of January 1971 letters were sent to a randomly selected sample of householders residing within the boundaries of the Tacoma Public Schools (see Appendix B). The letter informed the householders that they had been selected for the study. At a workshop the chairman from each of the schools was instructed about the procedures to follow in conducting the actual survey. The chairmen and their volunteers from community agencies such as P. T. A. and church groups distributed the survey packets to the community sample. Each survey packet delivered to a household included (1) two identical copies of the questionnaire, one for them to turn in for tabulation and the other to keep for future reference, (2) a return envelope, and (3) a letter that briefly explained the study (see Appendix B). The last two weeks of January were used to deliver and pick up the questionnaires. The questionnaires were returned by each school chairman to the Research Department of the Tacoma Public Schools and coded for data processing.

RESULTS OF THE STUDY

Background Data on the Sample

To determine the representativeness of the sample drawn, certain questions were included in this survey instrument to ascertain the background variables desired. Only adults were encouraged to participate in this study as the survey instrument was designed to obtain information from households in the Tacoma Public School District.

This study includes the opinions expressed by a total of 2882 persons. These persons were members from the 2882 households randomly selected from all the listed households within the Tacoma School District.

The frequency and percentage, calculated on the actual number of people answering each item, are reported in the following tables. The percentages were rounded to the nearest tenth of a percent; therefore, they will not always total one hundred percent. The percentages in each table were calculated on the actual responses made to each item. For each item a response rate (percentage of sample that actually responded to the item), is included. In the appropriate tables, Tables 1, 3 and 4, the average (mean) value is presented. The number of no responses is also reported but was not used in calculating the percentages for each response.

Age Distribution of the Sample

The age distribution of the sample for this study is presented in Table 1. It ranged from three respondents who were 16 years of age to one respondent who was 94 years of age. The majority (79.8%) of the respondents were between 21 and 60 years of age. The average age of the respondents used in this study was 44.8 years of age. All but 67 of the respondents (or 2.4% of the sample) were at least 21 years of age, thus the sample was eligible to exercise their ideas and opinions by voting. This sample then consists primarily of the opinions of adults eligible to vote.

TABLE 1

Age Distribution of the Sample

Years of Age[a]	Frequency	Percent
0-20	67	2.4
21-30	583	20.9
31-40	519	18.6
41-50	648	23.3
51-60	473	17.0
61-70	313	11.2
71 and older	180	6.5
Total Response	2,783[b]	99.9
Non-response	99	

[a] Mean Age 44.8

[b] Response Rate 96.6%

Sex of the Respondents

It can be seen in Table 2 that 63.1% of the sample were females and 36.9% were males. It should be noted that the responses reported in this study do not necessarily represent the consensus of a household but the opinions of the individual who completed the survey instrument.

TABLE 2

Sex of the Respondents

Sex	Frequency	Percent
Male	1,045	36.9
Female	1,790	63.1
Total Response	2,835[c]	100.0
Non-response	47	

[c] Response Rate 98.4%

Educational Level

The educational level of the respondents is found in Table 3. This table represents a distribution of the highest grade completed. The education level ranged from one person who completed just the first grade to 18 persons who completed their doctoral degrees. The average (mean) amount of education completed by the respondents was 12.7 years. Very few (22.8%) had less than a complete high school education, while 34.4% graduated from high school. A total of 42.7% received education beyond high school with 11.5% of the respondents indicating they were college graduates.

TABLE 3

Education Level--Highest Grade Completed

Level[a]	Frequency	Percent
Less than High School	638	22.8
High School Completed	963	34.4
Education other than College	377	13.5
Some College	495	17.7
College Degree	323	11.5
Total Response	2,796[b]	99.9
Non-response	86	

[a] Mean Education Level 12.7

[b] Response Rate 97%

Length of Residence in Tacoma District

The number of years the households surveyed had lived in the Tacoma Public School District is indicated in Table 4. They ranged from 92 who had lived in the district one year to one who had lived in the district 87 years. The average (mean) length of residence within the Tacoma Public School District by the sample was 23.3 years. About half (50.6%) of the households indicated they had lived in the district over 20 years. The proportion of households who lived in the district less than six years was 20%. These results suggest the sample is quite established and is not very mobile.

TABLE 4

Length of Residence in the Tacoma Public School District

Years Residence[a]	Frequency	Percent
Less than 6	543	20.0
6-10	283	10.5
11-20	513	18.9
21-30	631	23.2
More than 30	747	27.4
Total Response	2,717[b]	100.0
Non-response	165	

[a] Mean Years of Residence 23.3

[b] Response Rate 93.3%

Ownership of Home

It can be seen in Table 5 that about three out of four respondents (76.6%) own their homes and 23.4% rent. This means that a large majority of the respondents pay their taxes directly and would be more aware of tax increases than those who rent and pay local taxes indirectly. Thus a majority of the sample would be quite aware of the amount of personal property taxes.

TABLE 5

Do Respondents Own or Rent Their Homes?

Own or Rent	Frequency	Percent
Own	2,174	76.6
Rent	663	23.4
Total Response	2,837[c]	100.0
Non-response	45	

[c] Response Rate 98.4%

Have Children in Tacoma Public Schools

Table 6 indicates that over half (55.3%) of the respondents did not have children presently enrolled in the Tacoma Public Schools. Less than half (44.7%) of the respondents have children enrolled. This indicates that less than half are directly involved in the program and policies of the Tacoma Public Schools.

TABLE 6

Do Respondents Have Children Enrolled
in the Tacoma Public Schools?

Response	Frequency	Percent
Yes	1,277	44.9
No	1,570	55.1
Total Response	2,847[a]	100.0
Non-response	35	

[a] Response Rate 98.8%

The State of Communications between School and Community

Enough Information

When the respondents in this study were asked to judge how well informed they were about the Tacoma Public Schools, over half (55.3%--see Table 7) replied that they were not informed. Less than half (44.7%) indicated they felt they received enough information about the Tacoma Public Schools.

TABLE 7

Do Respondents Feel They Received
Enough Information about the
Tacoma Public Schools?

Response	Frequency	Percent
Yes	1,228	44.7
No	1,520	55.3
Total Response	2,748[b]	100.0
Non-response	134	

[b] Response Rate 95.4%

Enough Voice

Table 8 shows the responses of the sample when asked if they felt they have enough voice about how the Tacoma Public Schools should operate. A majority, almost three out of five, or 59.5%, of the respondents indicated they did not have enough voice in the operation of the schools, whereas only 40.5% of the respondents indicated they felt they had enough voice.

TABLE 8

Do Respondents Feel They Have Enough Voice about How the Tacoma Public Schools Should Operate?

Response	Frequency	Percent
Yes	1,075	40.5
No	1,582	59.5
Total Response	2,657[a]	100.0
Non-response	225	

[a] Response Rate 92.2%

Knowledge about Kind of Education

A fairly even distribution of response is indicated in Table 9: Of the sample, 32.1% indicated that they did not feel they knew what kind of education the Tacoma Public Schools were providing for students; 36.3% indicated that they felt they knew, and 31.6% were undecided.

TABLE 9

Do Respondents Feel They Know What Kind of Education the Tacoma Public Schools Are Providing for Students?

Response	Frequency	Percent
Yes	1,020	36.3
No	900	32.1
Undecided	887	31.6
Total Response	2,807[b]	100.0
Non-response	75	

[b] Response Rate 97.4%

It should be noted that in the foregoing nine tables relating to background information of the respondents and communication between the schools and the respondents, better than 90% of the sample responded to each of the questions. This high response rate would indicate a cooperativeness of the sample to furnish information and also that the sample had opinions about the communication they have with the Tacoma Public Schools.

Opinions on Salaries Paid to Certificated Staff

Administrators' Salaries

The opinions of the sample about the level of salaries paid to administrators in the Tacoma Public Schools are represented in Table 10. Only three out of five (59.6%) persons in the sample indicated they actually had an opinion about the issue, with 40.4% indicating lack of enough information to make a decision, or making no response. Of the three out of five who actually responded to the question, 60.7% felt that the salaries paid administrators were either high or too high. Only 3.7% of the sample indicated they felt the administrators' salaries were low or too low, whereas 35.6% of the sample felt the salaries were about right.

TABLE 10

In Your Opinion Salaries of Tacoma Public School Administrators Are:

Response	Frequency	Percent
Too High	661	38.5
High	381	22.2
About Right	611	35.6
Low	46	2.7
Too Low	18	1.0
Total Response	1,717[a]	100.0
Not Enough Information to Make a Decision	1,132	
Non-response	33	

[a] Response Rate 59.6%

Teachers' Salaries

The opinions the sample had about the level of salaries paid to teachers in the Tacoma Public Schools are represented in Table 11. The response rate for this item was 66.1%, indicating that two out of three respondents had an opinion about the salaries of teachers. Correspondingly, 33.9% either did not actually make a response (36 persons) or indicated they did not have enough information to make a decision (940 persons). Of the 66.1% of the sample who expressed an opinion, 22.6% of them felt that teachers' salaries were either high or too high, 18.0% of them felt that the salaries were either low or too low, and a majority (59.3%) of them felt that the salaries paid to the Tacoma Public School teachers were about right.

TABLE 11

In Your Opinion Salaries of Tacoma Public School Teachers Are:

Response	Frequency	Percent
Too High	140	7.3
High	292	15.3
About Right	1,131	59.3
Low	225	11.8
Too Low	118	6.2
Total Response	1,906[a]	99.9
Not Enough Information to Make a Decision	940	
Non-response	36	

[a] Response Rate 66.1%

Opinions about the Tacoma Public Schools: Scaled-Response Items

Willingness of Schools to Listen to Community Concerns

As can be seen in Table 12, approximately three-fourths, or 76.5%, of the sample expressed an opinion about the willingness of the schools to listen to community concerns. A majority, 57.2%, of those who actually expressed an opinion said they either agreed or strongly agreed that the schools are willing to listen to the community concerns. About one in five, 21.9%, were undecided and about the same amount, 20.9%, said they either disagreed or strongly disagreed.

TABLE 12

The Tacoma Public Schools Are Willing to Hear Your Concerns about the Education They Provide

Response	Frequency	Percent
Strongly Agree	184	8.3
Agree	1,077	48.8
Undecided	484	21.9
Disagree	323	14.6
Strongly Disagree	138	6.3
Total Response	2,206[a]	99.9

[a] Response Rate 76.5%

School Board Represents Public Interest

As can be seen in Table 13, about three out of five, 58.6%, of the sample expressed an opinion about the representativeness of the school board. The distribution of the results of those who did express an opinion on this item was fairly even, with 42.2% of those who had an opinion on this item indicating that they either agreed or strongly agreed that the school board of the Tacoma Public Schools does represent them in providing the kind of education they feel students should have; 35.6% indicated they were undecided about the statement, and 32.2% indicated they disagreed or strongly disagreed that the school board represented their concerns in providing the kind of education they felt the students should have.

TABLE 13

The School Board of the Tacoma Public Schools
Does Represent You in Providing the Kind of
Education You Feel Students Should Have

Response	Frequency	Percent
Strongly Agree	661	38.5
Agree	381	22.2
Undecided	611	35.6
Disagree	46	2.7
Strongly Disagree	18	1.0
Total Response	1,717[a]	100.0

[a] Response Rate 58.6%

Extent of Citizen Involvement in Educational Planning

Table 14 shows the results of the response to the item reflecting the sample's evaluation of whether citizens in this community are as involved as they should be in the educational program planning. Approximately four out of five, 83.2%, of the respondents of the sample answered this item, with 68.8% of those expressing an opinion indicating that they disagreed or strongly disagreed with the statement that the citizens in this community are as involved as they should be in the planning of educational programs. Of those who expressed an opinion, 16.1% were undecided, with 15.2% either agreeing or strongly agreeing that the citizens in this community are as involved as they should be in educational program planning.

TABLE 14

Citizens in This Community Are as Involved
as They Should Be in Planning
Educational Programs

Response	Frequency	Percent
Strongly Agree	50	2.1
Agree	314	13.1
Undecided	385	16.1
Disagree	1,066	44.5
Strongly Disagree	583	24.3
Total Response	2,398[b]	100.1

[b] Response Rate 83.2%

Involvement of Students in Educational Planning

Table 15 shows that most of the sample, 91.9%, had an opinion about students being involved in planning the educational programs. Results are fairly divided between disagreement and agreement with the statement, with 45.6% either agreeing or strongly agreeing, and 40.7% either disagreeing or strongly disagreeing. Only 13.7% were undecided on this issue.

TABLE 15

Students Attending the Tacoma Public Schools Should Be Involved in Planning the Educational Programs

Response	Frequency	Percent
Strongly Agree	367	13.9
Agree	841	31.8
Undecided	362	13.7
Disagree	637	24.1
Strongly Disagree	441	16.7
Total Response	2,648[a]	100.2

[a] Response Rate 91.9%

Use of Teacher Aides

The community's opinions about the use of teacher aides to assist teachers in the teaching of students is represented in Table 16. Most of the sample, 91.3%, had an opinion about the use of teacher aides. A majority, 58.6%, either agreed or strongly agreed that teacher aides should be used, with 29.5% either disagreeing or strongly disagreeing with the statement. Only 11.8% were undecided.

TABLE 16

Persons Who Are Paid and Do Not Have Teaching Certificates (Teacher Aides) Should Be Used by the Tacoma Public Schools to Assist Teachers in the Teaching of Students

Response	Frequency	Percent
Strongly Agree	463	17.6
Agree	1,080	41.0
Undecided	311	11.8
Disagree	412	15.7
Strongly Disagree	365	13.9
Total Response	2,631[a]	100.0

[a] Response Rate 91.3%

Twelve Month School Year for All Students

Table 17 shows the community's opinions about keeping the schools open all year to provide a 12-month educational program for all students. Most of the sample, 92.1%, indicated an opinion on this issue. A majority, 52.9%, either disagreed or strongly disagreed that the schools should have a 12-month school year program. Only 15% were undecided, and 32.2% either agreed or strongly agreed with the statement.

TABLE 17

The Tacoma Public Schools Should Keep the Schools Open All Year to Provide a Twelve Month Educational Program for All Students

Response	Frequency	Percent
Strongly Agree	426	16.1
Agree	427	16.1
Undecided	397	15.0
Disagree	691	26.0
Strongly Disagree	712	26.8
Total Response	2,653[b]	100.0

[b] Response Rate 92.1%

Community Financing of Twelve Month Program

Table 18 represents the community's opinions about giving financial support to a 12-month educational program, with 90.5% of the sample expressing an opinion. A majority, 63.9%, either disagreed or strongly disagreed that the community should give financial support to a 12-month educational program for all students, with only 14.3% being undecided, and 21.9% either agreeing or strongly agreeing with this statement.

TABLE 18

The Community Should Provide Additional Money
to Enable the Schools to Offer Students
a Twelve Month Educational Program

Response	Frequency	Percent
Strongly Agree	231	8.9
Agree	340	13.0
Undecided	372	14.3
Disagree	731	28.0
Strongly Disagree	935	35.8
Total Response	2,609[a]	100.0

[a] Response Rate 90.5%

Need for District Dress and Grooming Rules

The opinion about the need for a set of rules for suitable dress and grooming for students being established and enforced for the whole school district are represented in Table 19, with 94.4% of the sample responding to this item. A vast majority, 71%, favored this item by either strongly agreeing or agreeing that such a code should be developed, with only 6.1% being undecided on the issue, and 22.9% either disagreeing or strongly disagreeing with the statement.

TABLE 19

A Set of Rules for Suitable Dress and Grooming for Students Should be Established and Enforced for the Whole School District

Response	Frequency	Percent
Strongly Agree	1,137	41.8
Agree	796	29.3
Undecided	166	6.1
Disagree	345	12.5
Strongly Disagree	277	10.2
Total Response	2,721[a]	100.1

[a] Response Rate 94.4%

Dress and Grooming Rules Set by School Board

In Table 20, the community's opinions about dress and grooming rules being set by the school board are represented. Most of the sample, 92.4%, responded to this item. A majority, 59.2% either disagreed or strongly disagreed that the school board should set these rules. Only 8.6% were undecided on the issue, and 32.2% felt the school board should set the rules for dress and grooming, by either agreeing or strongly agreeing with the statement.

TABLE 20

A Set of Rules for Suitable Dress and Grooming for Students Should Be Established by the School Board for the Whole School District

Response	Frequency	Percent
Strongly Agree	505	19.0
Agree	353	13.3
Undecided	229	8.6
Disagree	921	34.6
Strongly Disagree	656	24.6
Total Response	2,664[b]	100.1

[b] Response Rate 92.4%

Dress and Grooming Rules Developed by a Representative Group

Opinions about having a representative group of students, parents, teachers, and school administrators develop dress and grooming rules are represented in Table 21, with 93.4% of the sample responding to this item. A large majority, 71.6%, either agreed or strongly agreed that a representative group should develop dress and grooming rules. Only 5.8% were undecided and 22.6% either disagreed or strongly disagreed with this statement.

TABLE 21

A Set of Rules for Suitable Dress and Grooming for Students Should Be Developed by a Representative Group of Students, Parents, Teachers, and School Administrators for the Whole School District

Response	Frequency	Percent
Strongly Agree	1,009	37.5
Agree	918	34.1
Undecided	155	5.8
Disagree	312	11.6
Strongly Disagree	297	11.0
Total Response	2,691[a]	100.0

[a] Response Rate 93.4%

Student Participation in Making School Rules

In Table 22 the opinions of the sample about letting students participate in making their own rules for their school behavior are represented, with 94.9% of the sample responding to this item. The results are divided between agreement and disagreement, with almost half, 48.9%, of those who had an opinion either disagreeing or strongly disagreeing that students should participate in making their own school rules. Less than half, 43.5%, agreed or strongly agreed that students should participate in making their own rules, with only 7.5% being undecided.

TABLE 22

The Tacoma Public Schools Should Permit Students to Participate in Making Their Own Rules for Their School Behavior

Response	Frequency	Percent
Strongly Agree	339	12.4
Agree	852	31.2
Undecided	206	7.5
Disagree	606	22.2
Strongly Disagree	732	26.8
Total Response	2,735[a]	100.1

[a] Response Rate 94.9%

Open Campus

Opinions about the Tacoma Public Schools allowing high school students the freedom to go where they choose when they are not scheduled for a class are represented in Table 23, with 94.1% of the sample responding to the statement. A majority, 70.8%, either disagreed or strongly disagreed that the Tacoma Public Schools should allow high school students the freedom to go where they choose when they are not scheduled for a class. Only 20.8% agreed or strongly agreed with the statement, and 8.4% were undecided.

TABLE 23

The Tacoma Public Schools Should Allow High School Students the Freedom to Go Where They Choose (Including Off the School Grounds) When They Are Not Scheduled for a Class

Response	Frequency	Percent
Strongly Agree	209	7.7
Agree	355	13.1
Undecided	229	8.4
Disagree	824	30.4
Strongly Disagree	1,096	40.4
Total Response	2,713[b]	100.0

[b] Response Rate 94.1%

Individualized Instruction

Table 24 presents the opinions expressed about the individualization of the instruction, with 92.7% of the sample responding to this item. A majority, 72.2%, either agreed or strongly agreed that the Tacoma Public Schools should provide each student the kind of instruction which best fits his interest and abilities. Only 10.1% were undecided, and 17.6% either disagreed or strongly disagreed with this item.

TABLE 24

Every Public School in Tacoma Should Provide Each Student the Kinds of Instruction Which Best Fit His Interests and Abilities

Response	Frequency	Percent
Strongly Agree	855	32.0
Agree	1,075	40.2
Undecided	271	10.1
Disagree	339	12.7
Strongly Disagree	132	4.9
Total Response	2,672[a]	99.9

[a] Response Rate 92.7%

Uniformity of Instruction

Table 25 presents the opinions expressed about the uniformity of the instruction, with 93.1% of the sample expressing an opinion on this item. A majority, 74% of the sample, either agreed or strongly agreed that within a grade level the instruction should be the same in every public school in Tacoma. Only 8.7% were undecided, and 17.4% either disagreed or strongly disagreed that within a grade level the instruction should be the same in every school in Tacoma.

TABLE 25

Within a Grade Level, the Instruction Should Be the Same in Every Public School in Tacoma

Response	Frequency	Percent
Strongly Agree	809	30.1
Agree	1,176	43.8
Undecided	233	8.7
Disagree	320	11.9
Strongly Disagree	146	5.4
Total Response	2,684[a]	99.9

[a] Response Rate 93.1%

School Buildings Open "After School Hours"

On whether the Tacoma Public Schools should keep the buildings open after school hours for the students and other community members to use (see Table 26), 90.1% of the sample expressed an opinion. Just less than half, 48.2%, either agreed or strongly agreed that the buildings should be kept open after school hours; 33.2% either disagreed or strongly disagreed with this statement; and 18.6% were undecided.

TABLE 26

The Tacoma Public Schools Should Keep Their Buildings Open "After School Hours" for the Students and Other Community Members to Use

Response	Frequency	Percent
Strongly Agree	409	15.7
Agree	842	32.4
Undecided	484	18.6
Disagree	586	22.6
Strongly Disagree	276	10.6
Total Response	2,597[b]	99.9

[b] Response Rate 90.1%

Community Financing of School Buildings Open "After School Hours"

Table 27 presents the opinions about whether the community should provide the financial support for keeping schools open after school hours, with 89% of the sample responding to this item. Less than half, 44.8%, either disagreed or strongly disagreed that the community should provide the support, whereas 35.8% either agreed or strongly agreed. About one out of five, 19.4%, were undecided.

TABLE 27

The Community Should Provide the Money to Make the School Facilities Available to Students and Other Community Members "After School Hours"

Response	Frequency	Percent
Strongly Agree	265	10.3
Agree	653	25.5
Undecided	497	19.4
Disagree	704	27.4
Strongly Disagree	446	17.4
Total Response	2,565[a]	100.0

[a] Response Rate 89.0%

Evaluation of Elementary Physical Education

Evaluative opinions about the elementary school physical education program as being good are found in Table 28, with only 65.1% of the sample responding. Of those who expressed an opinion, 68.3% of them either agreed or strongly agreed that the elementary physical education program was good; 16% either disagreed or strongly disagreed; and 15.7% were undecided.

TABLE 28

The Elementary School Physical Education
Program is Good

Response	Frequency	Percent
Strongly Agree	242	12.9
Agree	1,039	55.4
Undecided	295	15.7
Disagree	187	10.0
Strongly Disagree	113	6.0
Total Response	1,876[a]	100.0

[a] Response Rate 65.1%

Evaluation of Junior High School Physical Education

In Table 29, the evaluation of the junior high school physical education program is presented, with only 62.8% of the sample responding to this item. Of those who responded, 71.7% either agreed or strongly agreed that the junior high school physical education program is good; 11.5% either disagreed or strongly disagreed; and 16.8% were undecided. Of those who had an opinion, a majority, 59.4%, responded that they agreed that the junior high school physical education program is good.

TABLE 29

The Junior High School Physical Education
Program is Good

Response	Frequency	Percent
Strongly Agree	223	12.3
Agree	1,075	59.4
Undecided	304	16.8
Disagree	141	7.8
Strongly Disagree	68	3.8
Total Response	1,811[b]	100.0

[b] Response Rate 62.8%

Evaluation of Senior High School Physical Education

Evaluative opinions of the senior high school physical education program are found in Table 30, with only three out of five, 60.3%, of the sample responding. Of those who expressed an opinion, a majority, 55.4%, agreed that the senior high school physical education program is good; 13.2% strongly agreed; 14.1% either disagreed or strongly disagreed; and 17.3% were undecided.

TABLE 30

The Senior High School Physical Education Program is Good

Response	Frequency	Percent
Strongly Agree	229	13.2
Agree	963	55.4
Undecided	301	17.3
Disagree	143	8.2
Strongly Disagree	102	5.9
Total Response	1,738[a]	100.0

[a] Response Rate 60.3%

Evaluation of Teaching How to Study

In Table 31, only 71.5% of the sample responded with evaluative opinions about the Tacoma Public Schools' ability to teach students how to study. Of those who had an opinion, 45.8% either disagreed or strongly disagreed that the Tacoma schools are doing a good job of teaching students how to study; 30.9% either agreed or strongly agreed with the statement; and 23.3% were undecided.

TABLE 31

The Tacoma Public Schools Are Doing a Good Job of Teaching Students How to Study

Response	Frequency	Percent
Strongly Agree	80	3.9
Agree	556	27.0
Undecided	481	23.3
Disagree	537	26.1
Strongly Disagree	406	19.7
Total Response	2,060[a]	100.0

[a] Response Rate 71.5%

Evaluation of Teaching Reading

On the opinions about whether the Tacoma schools are doing a good job of teaching reading, only 73.4% of the sample responded (see Table 32). Of those who had an opinion, 46.4% either agreed or strongly agreed that the Tacoma schools were doing a good job of teaching reading; 34.9% either disagreed or strongly disagreed; and 18.7% were undecided.

TABLE 32

The Tacoma Public Schools Are Doing a Good Job of Teaching Reading

Response	Frequency	Percent
Strongly Agree	133	6.3
Agree	849	40.1
Undecided	395	18.7
Disagree	420	19.8
Strongly Disagree	319	15.1
Total Response	2,116[b]	100.0

[b] Response Rate 73.4%

Evaluation of Teaching Handwriting

In Table 33, evaluative opinions on Tacoma Public Schools' ability in teaching students handwriting are presented. Only 72.5% of the sample responded to this item, with the results being divided between agreement and disagreement. Of those who had an opinion, 40.2% either agreed or strongly agreed that the Tacoma schools were doing a good job of teaching handwriting whereas 40.9% either disagreed or strongly disagreed with this statement. The balance, 19.0%, were undecided.

TABLE 33

The Tacoma Public Schools Are Doing a Good Job of Teaching Handwriting

Response	Frequency	Percent
Strongly Agree	97	4.6
Agree	742	35.5
Undecided	396	19.0
Disagree	468	22.4
Strongly Disagree	386	18.5
Total Response	2,089[a]	100.0

[a] Response Rate 72.5%

Evaluation of Teaching Spelling

Table 34 presents the sample's evaluation of the teaching of spelling, with only 72.9% of the sample responding. Of those who did respond, 45.1% either agreed or strongly agreed that the Tacoma Public Schools are doing a good job of teaching spelling, whereas 36.8% disagreed or strongly disagreed. Only 18% were undecided.

TABLE 34

The Tacoma Public Schools Are Doing a Good Job of Teaching Spelling

Response	Frequency	Percent
Strongly Agree	110	5.2
Agree	838	39.9
Undecided	379	18.0
Disagree	437	20.8
Strongly Disagree	337	16.0
Total Response	2,101[a]	99.9

[a] Response Rate 72.9%

Evaluation of Teaching Arithmetic

On whether Tacoma schools are doing a good job of teaching arithmetic, only 72.2% of the sample responded (see Table 35). Of those who responded with an opinion, a majority, 55.5%, either agreed or strongly agreed that the Tacoma schools are doing a good job of teaching arithmetic; 25.2% either disagreed or strongly disagreed; and 19.3% were undecided.

TABLE 35

The Tacoma Public Schools Are Doing a Good Job of Teaching Arithmetic

Response	Frequency	Percent
Strongly Agree	137	6.6
Agree	1,018	48.9
Undecided	402	19.3
Disagree	281	13.5
Strongly Disagree	243	11.7
Total Response	2,081[b]	100.0

[b] Response Rate 72.2%

Student Information about Drug Abuse

A majority, 95.6%, of the sample responded to the item, "Students in grades K through 12 should be informed about the dangers of drug abuse." A majority of the sample, 68.4%, strongly agreed with the statement; 25.5% agreed. By combining these two categories, it can be seen that 93.9% of the respondents either agreed or strongly agreed with this statement. Only 3% were undecided and 3.1% either disagreed or strongly disagreed with the statement.

TABLE 36

Students in Grades Kindergarten Through 12
Should Be Informed about the Dangers
of Drug Abuse

Response	Frequency	Percent
Strongly Agree	1,885	68.4
Agree	704	25.5
Undecided	82	3.0
Disagree	51	1.9
Strongly Disagree	34	1.2
Total Response	2,756[a]	100.0

[a] Response Rate 95.6%

Junior and Senior High Instruction in Health and Reproduction

Table 37 contains responses of a majority of the sample, 94.6%, to the statement, "Students in the junior and senior high schools should be instructed in the general area of health and reproduction." Of those responding, 90.4% either agreed or strongly agreed that such instruction should be offered; 4.5% were undecided; and the remainder of the respondents, 5.1%, either disagreed or strongly disagreed with the statement.

TABLE 37

Students in the Junior and Senior High Schools Should Be Instructed in the General Area of Health and Human Reproduction

Response	Frequency	Percent
Strongly Agree	1,275	46.8
Agree	1,190	43.7
Undecided	123	4.5
Disagree	72	2.6
Strongly Disagree	66	2.4
Total Response	2,726[a]	100.0

[a] Response Rate 94.6%

Elementary Instruction in Health and Reproduction

The statement, "Students in the elementary schools should be instructed in the general area of health and human reproduction" was responded to by 93.0% of the sample, as shown on Table 38. A majority, 61.4%, either agreed or strongly agreed that such instruction should be offered; 13.7% were undecided; and 24.8% either disagreed or strongly disagreed with this statement.

TABLE 38

Students in the Elementary Schools Should Be Instructed in the General Area of Health and Human Reproduction

Response	Frequency	Percent
Strongly Agree	765	28.5
Agree	882	32.9
Undecided	368	13.7
Disagree	437	16.3
Strongly Disagree	229	8.5
Total Response	2,681[b]	99.9

[b] Response Rate 93.0%

Bussing to Achieve School Integration of Racial Minorities

Most of the sample, 91.3%, responded to the item, "If more than 40% of the students in a school are of a minority race, the school district should bus students to other schools." Results can be found in Table 39. A majority, 56.6%, strongly disagreed with the statement, and 21.7% disagreed with the statement. Thus, 78.4% of those who expressed an opinion either disagreed or strongly disagreed that if more than 40% of the students in a school are of a minority race the school district should bus students to other schools. The balance of those who expressed an opinion were either undecided (9.1%) or indicated they either agreed or strongly agreed with the statement (12.5%).

TABLE 39

If More than 40% of the Students in a School
Are of a Minority Race, the School District
Should Bus Students to Other Schools

Response	Frequency	Percent
Strongly Agree	157	6.0
Agree	173	6.6
Undecided	239	9.1
Disagree	572	21.7
Strongly Disagree	1,491	56.6
Total Response	2,632[a]	100.0

[a] Response Rate 91.3%

Programs Made Available for All Three and Four Year Olds

Opinions about whether the Tacoma schools should provide educational programs which would be available to all three and four year old children is presented in Table 40 and was responded to by 89.5% of the sample. A majority, 62.0%, of the respondents either disagreed or strongly disagreed; only 11.9% were undecided; and 26.1% either agreed or strongly agreed with the statement.

TABLE 40

The Tacoma Public Schools Should Provide Educational Programs which Would Be Available to All Three and Four Year Old Children

Response	Frequency	Percent
Strongly Agree	293	11.4
Agree	379	14.7
Undecided	308	11.9
Disagree	710	27.5
Strongly Disagree	889	34.5
Total Response	2,579[a]	100.0

[a] Response Rate 89.5%

Morality and Social Values Instruction

Table 41 presents the opinions on instruction about morality and social values. This item was responded to by 93.5% of the sample, with a majority, 76.7%, of the respondents who either agreed or strongly agreed that the Tacoma Public Schools should instruct students about morality and social values, whereas 14.1% either disagreed or strongly disagreed with the statement and the remainder, 9.1%, were undecided.

TABLE 41

The Tacoma Public Schools Should Instruct Students about Morality and Social Values

Response	Frequency	Percent
Strongly Agree	906	33.6
Agree	1,162	43.1
Undecided	246	9.1
Disagree	219	8.1
Strongly Disagree	161	6.0
Total Response	2,694[b]	100.0

[b] Response Rate 93.5%

Evaluation of Elementary School Discipline

Table 42 presents the results of response to the statement, "Student discipline practices in the elementary schools are good." Only 68.7% of the sample responded to this item. Almost half, 49.8%, of those who expressed an opinion either agreed or strongly agreed with the statement; 29% either disagreed or strongly disagreed; and 21.2% were undecided.

TABLE 42

Student Discipline Practices in the
Elementary School Are Good

Response	Frequency	Percent
Strongly Agree	157	7.9
Agree	830	41.9
Undecided	420	21.2
Disagree	353	17.8
Strongly Disagree	221	11.2
Total Response	1,981[a]	100.0

[a] Response Rate 68.7%

Evaluation of Junior and Senior High School Discipline

The statement, "Student discipline practices in the junior and senior high schools are good," was responded to by only 66.9% of the sample and can be found in Table 43. Approximately half, 49.4%, of those who expressed an opinion either disagreed or strongly disagreed that the student discipline practices in the junior and senior high schools are good, whereas 23.9% were undecided and 26.7% either agreed or strongly agreed with the statement.

TABLE 43

Student Discipline Practices in the Junior and Senior High Schools Are Good

Response	Frequency	Percent
Strongly Agree	84	4.4
Agree	430	22.3
Undecided	461	23.9
Disagree	552	28.6
Strongly Disagree	400	20.6
Total Response	1,927[a]	99.8

[a] Response Rate 66.9%

Effectiveness in Removing Inadequate Personnel

Table 44 presents the results of response to the statement, "The Tacoma Public Schools are effective in removing inadequate teachers and administrators." This statement was responded to by only three out of five, or 61.2% of the sample. A majority of those who expressed an opinion, 59.7%, either disagreed or strongly disagreed that the Tacoma Public Schools are effective in removing inadequate teachers and administrators. Only 16.1% either agreed or strongly agreed with the statement, and the remainder, 24.2%, were undecided.

TABLE 44

The Tacoma Public Schools Are Effective in Removing Inadequate Teachers and Administrators

Response	Frequency	Percent
Strongly Agree	70	4.0
Agree	214	12.1
Undecided	427	24.2
Disagree	478	27.1
Strongly Disagree	574	32.6
Total Response	1,763[b]	100.0

[b] Response Rate 61.2%

Community Learning Situations

Table 45 presents the opinions about the statement, "The Tacoma schools should offer learning situations which take students into the community (court rooms, places of business, museums, etc.)" This statement was responded to by most of the sample, 93.0%. A majority, 53.4%, agreed with this and 35.5% strongly agreed, thus combining for 88.9% of the respondents who either agreed or strongly agreed that the Tacoma Public Schools should offer learning situations which take students into the community. Only 6.2% were undecided, and 4.9% either disagreed or strongly disagreed with the statement.

TABLE 45

The Tacoma Public Schools Should Offer Learning Situations which Take Students into the Community (Courtrooms, Places of Business, Museums, etc.)

Response	Frequency	Percent
Strongly Agree	951	35.5
Agree	1,432	53.4
Undecided	167	6.2
Disagree	87	3.2
Strongly Disagree	44	1.6
Total Response	2,681[a]	99.9

[a]Response Rate 93.0%

Experimentation and Evaluation of New Educational Methods

Most of the sample, 92.3%, had an opinion about whether the Tacoma Public Schools should continually try out and evaluate new methods for educating students (see Table 46). A majority, 79.6% of the respondents either agreed or strongly agreed that the Tacoma Public Schools should continually try out and evaluate new methods for educating students. Only 9.8% were undecided, and 10.5% either disagreed or strongly disagreed with the statement.

TABLE 46

The Tacoma Public Schools Should Continually
Try Out and Evaluate New Methods
for Educating Students

Response	Frequency	Percent
Strongly Agree	821	30.9
Agree	1,297	48.8
Undecided	262	9.8
Disagree	171	6.4
Strongly Disagree	109	4.1
Total Response	2,660[a]	100.0

[a] Response Rate 92.3%

Student Preparation for Occupations

Only 66.9% of the sample responded with an opinion to the statement, "The Tacoma Public Schools do a good job preparing their graduates who enter directly into an occupation without further training." The opinions about this statement can be found on Table 47, with 44.6% of those who responded either disagreeing or strongly disagreeing with the statement. About a fourth, 27.2%, of those who expressed an opinion either agreed or strongly agreed with the statement, and 28.2% were undecided.

TABLE 47

The Tacoma Public Schools Do a Good Job
Preparing Their Graduates Who Enter
Directly into an Occupation
without Further Training

Response	Frequency	Percent
Strongly Agree	87	4.5
Agree	438	22.7
Undecided	543	28.2
Disagree	513	26.6
Strongly Disagree	347	18.0
Total Response	1,928[b]	100.0

[b] Response Rate 66.9%

Student Preparation for Business or Vocational-Technical School

Table 48 contains the opinions expressed by 69.0% of the sample to the statement that the Tacoma schools do a good job preparing students who are planning on entering business schools or vocational-technical schools. A majority, 56.5%, of those who expressed an opinion indicated they agreed with the statement, with 8.2% strongly agreeing. Thus, about two-thirds, 64.7%, of those who expressed an opinion either agreed or strongly agreed that the Tacoma schools ao a good job preparing students who are planning on entering business schools or vocational-technical schools. Of the remainder of those who expressed an opinion, 19.4% were undecided, and 15.9% either disagreed or strongly disagreed with the statement.

TABLE 48

The Tacoma Public Schools Do a Good Job
Preparing Students Who Are Planning On
Entering Business Schools or
Vocational-technical Schools

Response	Frequency	Percent
Strongly Agree	163	8.2
Agree	1,123	56.5
Undecided	385	19.4
Disagree	217	10.9
Strongly Disagree	100	5.0
Total Response	1,988[a]	100.0

[a] Response Rate 69.0%

Student Preparation for College

Table 49 contains the responses to the statement that the Tacoma Public Schools do a good job in preparing students who plan to attend college. This statement was responded to by 72.4% of the sample, with a majority, 66.5%, of those who expressed an opinion indicating that they either agreed or strongly agreed with the statement. Only 18.8% were undecided, and 14.8% either disagreed or strongly disagreed with the statement.

TABLE 49

The Tacoma Public Schools Do a Good Job
Preparing Students Who Plan
to Attend College

Response	Frequency	Percent
Strongly Agree	179	8.6
Agree	1,208	57.9
Undecided	392	18.8
Disagree	227	10.9
Strongly Disagree	81	3.9
Total Response	2,087[a]	100.1

[a] Response Rate 72.4%

Free Hot Lunches for All Students

The statement that all students in the Tacoma Public Schools should be given free hot lunches was responded to by 92.7% of the sample (see Table 50). A majority, 71.4%, either disagreed or strongly disagreed that all students in the Tacoma Public Schools should be given free hot lunches. Only 10.8% were undecided, and 17.9% either agreed or strongly agreed with the statement.

TABLE 50

All Students in the Tacoma Public Schools
Should Be Given Free Hot Lunches

Response	Frequency	Percent
Strongly Agree	215	8.0
Agree	262	9.8
Undecided	288	10.8
Disagree	1,000	37.8
Strongly Disagree	906	33.9
Total Response	2,671[b]	100.3

[b] Response Rate 92.7%

Educational Opportunities for Dropouts

Table 51 contains the responses of 92.8% of the sample who expressed an opinion to the statement that the Tacoma schools should provide educational opportunities for those students who have dropped out of school but want to continue their studies. A majority, 71.2%, either agreed or strongly agreed that the Tacoma Public Schools should do this, whereas 19.0% either disagreed or strongly disagreed, and 9.8% were undecided.

TABLE 51

The Tacoma Public Schools Should Provide Educational Opportunities for Those Students Who Have Dropped Out of School but Want to Continue Their Studies

Response	Frequency	Percent
Strongly Agree	673	25.2
Agree	1,232	46.1
Undecided	262	9.8
Disagree	273	10.2
Strongly Disagree	235	8.8
Total Response	2,675[a]	100.1

[a] Response Rate 92.8%

Educational Opportunities for Disadvantaged Students

Most, 92.7%, of the sample expressed an opinion about whether the Tacoma Public Schools should provide educational opportunities for students who are economically and socially disadvantaged (see Table 52). A majority, 70.3%, either agreed or strongly agreed that the Tacoma Public Schools should provide special educational opportunities for students who are economically and socially disadvantaged, whereas 17.7% either disagreed or strongly disagreed, and 12.0% were undecided.

TABLE 52

The Tacoma Public Schools Should Provide Special Educational Opportunities for Students Who Are Economically and Socially Disadvantaged

Response	Frequency	Percent
Strongly Agree	640	24.0
Agree	1,238	46.3
Undecided	320	12.0
Disagree	305	11.4
Strongly Disagree	168	6.3
Total Response	2,671[a]	100.0

[a] Response Rate 94.7%

Evaluation of Elementary School Counselors

Slightly more than half, 56.2%, of the sample expressed an evaluative opinion about the elementary school counselors (see Table 53). Of those who expressed an opinion, 45.1% either agreed or strongly agreed that the elementary school counselors are doing a good job. Only 25.3%, or approximately a quarter of those who expressed an opinion, either disagreed or strongly disagreed with the statement, with the balance of those who expressed an opinion, 29.6%, being undecided.

TABLE 53

The Elementary School Counselors Are Doing a Good Job

Response	Frequency	Percent
Strongly Agree	126	7.8
Agree	604	37.3
Undecided	480	29.6
Disagree	207	12.8
Strongly Disagree	203	12.5
Total Response	1,620[b]	100.0

[b] Response Rate 56.2%

Evaluation of Junior and Senior High School Counselors

Only 58.9% of the sample responded with an evaluative opinion about the junior and senior high school counselors (see Table 54). The responses of those who did express an opinion are somewhat evenly distributed, with 39.6% indicating they either agreed or strongly agreed that the junior and senior high school counselors are doing a good job, and 32.4% indicating they either disagreed or strongly disagreed with the statement. The balance, 28.1%, of those who indicated an opinion were undecided.

TABLE 54

The Junior and Senior High School Counselors
Are Doing a Good Job

Response	Frequency	Percent
Strongly Agree	90	5.3
Agree	581	34.3
Undecided	476	28.1
Disagree	319	18.8
Strongly Disagree	230	13.6
Total Response	1,696[a]	100.1

[a] Response Rate 58.9%

Evaluation of School Psychologists

Table 55 presents the distribution of evaluative opinions about the school psychologists. This statement was responded to by only 49.1%, or approximately half of the sample. The results were fairly evenly distributed, with 33.7% of those who expressed an opinion indicating they agreed or strongly agreed that the school psychologists are doing a good job; 35.1% were undecided; and 31.1% either disagreed or strongly disagreed with the statement.

TABLE 55

The School Psychologists Are Doing a Good Job

Response	Frequency	Percent
Strongly Agree	83	5.9
Agree	394	27.9
Undecided	497	35.1
Disagree	214	15.1
Strongly Disagree	226	16.0
Total Response	1,414[a]	100.0

[a] Response Rate 49.1%

Evaluation of School Social Workers

Table 56 contains distribution of evaluative opinions about the school social workers. Less than half, 48.5%, of the sample responded to this item. As with the evaluative opinions about the school psychologists found in Table 55, the opinions expressed about school social workers were quite evenly divided. Table 56 shows that of those who had an opinion, 37.7% indicated they agreed or strongly agreed that the school social workers are doing a good job, 35.2% were undecided, and 27.1% either disagreed or strongly disagreed with this statement.

TABLE 56

The School Social Workers Are Doing a Good Job

Response	Frequency	Percent
Strongly Agree	85	6.1
Agree	443	31.7
Undecided	492	35.2
Disagree	189	13.5
Strongly Disagree	190	13.6
Total Response	1,399[b]	100.1

[b] Response Rate 48.5%

Special Services for Handicapped Students

A majority of the sample, 92.0%, expressed an opinion to the statement that the Tacoma Public Schools should provide special services to meet the needs of physically, emotionally, and mentally handicapped students. Table 57 indicates that a majority, 50.9%, of those responding agreed, and 35.0% strongly agreed with the statement. This shows that 85.9% either agreed or strongly agreed that the Tacoma Public Schools should provide special services for meeting the needs of physically, mentally and emotionally handicapped students. Only 6.9% of the respondents either disagreed or strongly disagreed with the statement, and 7.3% were undecided.

TABLE 57

The Tacoma Public Schools Should Provide Special Services for Meeting the Needs of Physically, Mentally and Emotionally Handicapped Students

Response	Frequency	Percent
Strongly Agree	927	35.0
Agree	1,350	50.9
Undecided	193	7.3
Disagree	127	4.8
Strongly Disagree	55	2.1
Total Response	2,652[a]	100.1

[a] Response Rate 92.0%

Basic Building Plans for New School Construction

The statement that only a few basic building plans should be used in building new schools was responded to by 85.7% of the sample and can be found in Table 58. A majority, 77.4%, of those who expressed an opinion indicated that they either agreed or strongly agreed that only a few basic building plans should be used in building new schools. Only 8.6% were undecided, and 13.9% either disagreed or strongly disagreed.

TABLE 58

Only a Few Basic Building Plans Should Be
Used in Building New Schools

Response	Frequency	Percent
Strongly Agree	1,165	47.2
Agree	747	30.3
Undecided	213	8.6
Disagree	220	8.9
Strongly Disagree	124	5.0
Total Response	2,469[a]	100.0

[a] Response Rate 85.7%

General Evaluation of Tacoma Public Schools

Table 59 contains the results of response to the statement that the students of the Tacoma Public Schools are receiving a good education, with 79.8% of the sample expressing an opinion. A majority, 62.9%, either agreed or strongly agreed that the students of the Tacoma Public Schools are receiving a good education, 14.5% either disagreed or strongly disagreed with the statement, and 22.6% were undecided.

TABLE 59

The Students in the Tacoma Public Schools
Are Receiving a Good Education

Response	Frequency	Percent
Strongly Agree	193	8.4
Agree	1,254	54.5
Undecided	519	22.6
Disagree	245	10.7
Strongly Disagree	89	3.9
Total Response	2,300[b]	100.1

[b] Response Rate

Open-Ended Questions

Tables 60 and 61 contain the responses made to two open-ended questions that asked the respondents to indicate the one thing they like most about the Tacoma Public Schools and the one thing they dislike most about the Tacoma Public Schools. The responses are arranged according to the number of times the response was indicated by the respondents, with the most frequently indicated response ranked first and the least frequently indicated response ranked last. Data are also presented that show how many times a particular response was made and the corresponding percentage or proportion that the particular frequency represents of those who made a response to the item. As with the other items reported in this study, both the totals and the response rate are presented. In addition, the number of persons who made no response to the item is indicated.

Thing Liked Most about the Tacoma Public Schools

Table 60 contains the responses made from the request made of the sample to indicate the one thing they like most about the Tacoma Public Schools. About half, 47.9%, of the sample wrote a response. Thirty different types are presented in Table 60. Almost a third, 30.9%, of those who wrote a response indicated what they liked most about the Tacoma Public Schools was the high quality and progressiveness of the system. The teachers, as well as their high qualifications and standards, employed by the Tacoma Public Schools was the second most mentioned response (15.4%). Communication between the home and school was the third most mentioned response (8.3%), which also included favorable responses about parent-teacher conferences, P.T.A., and other parent-school activities. The fourth most mentioned response was the types of teaching methods employed and organizational patterns

TABLE 60

Please Indicate the One Thing You Like Most about the Tacoma Public Schools

Rank[a]	Response	Frequency	Percent
1	Quality and progressiveness of system	427	30.9
2	Teachers	213	15.4
3	Communication between school and home	114	8.3
4	Teaching methods, e.g. Modular, Exemplary, Ungraded, Team Teaching . . .	97	7.0
5	Specialists, e.g. guidance, speech, disadvantaged, handicapped	83	6.0
6	Construction of buildings	76	5.5
7	Early childhood education	56	4.1
8	Educational equality	44	3.2
9	Sports program	35	2.5
10	Physical education program	31	2.2
11	Vocational facilities	23	1.7
12	School facilities, e.g. services, Safety Patrol, etc.	22	1.6
13	School lunches and breakfasts, length of lunch time	18	1.3
14	Discipline practices	17	1.2
15	Extra activities, busses for these . .	17	1.2
16	Principals	15	1.1
17	Administration, e.g. budget, finances, free tuition, etc.	14	1.0
18	Elementary school bussing	12	.9
19	Music program	11	.8
20	Curriculum	10	.7
21	Class size	9	.7
22	Dress and grooming rules	7	.5
23	Open campus, high school	7	.5
24	School Board	6	.4
25	Grade reporting, elementary	5	.4
26	Art program	3	.2
27	Health and sex education	3	.2
28	Math program	3	.2
29	Environment instruction	2	.1
30	Foreign language program	1	.1
	Total Response	1,381[b]	99.9
	Non-response	1,501	

[a] Responses are ranked by size of frequency. Items with equal frequency are numbered consecutively in alphabetical order.

[b] Response Rate 47.9%

used. Examples of such responses included the Exemplary Magnet Program, Community Lab, Mini-Quarter Program, modular scheduling, team teaching, and ungraded classes. This response was made by 7.0% of those who made a response. The fifth ranked response made by 6.0% of those responding indicated a liking for counseling, school psychology, school social work, speech services, and programs for the handicapped. The design and construction of school buildings was mentioned as something liked most by 5.5% of the respondents. Programs in early childhood education were seventh ranked, followed by the provisions the Tacoma Public Schools make to offer an equality of educational opportunities to the disadvantaged students.

Thing Disliked Most about the Tacoma Public Schools

The responses made by over half, 58%, of the sample to the request made to indicate the one thing they disliked most about the Tacoma Public Schools are presented in Table 61. Forty-one different kinds of responses were made. The most frequent response made by the sample was discipline practices, with 16.2% of the respondents indicating they disliked that aspect the most. Teachers were the second most disliked response (9.9%). The design and construction of school buildings (third ranked) was mentioned as something disliked most by 7.5% of the respondents. The administration of budget and finances was ranked fourth, 7.4% of the respondents; with the bussing of elementary school children ranking fifth (6.9%). The sixth ranked was the types of teaching methods employed and organizational patterns used by the Tacoma Public Schools (6.7%), followed by the overstaffing of and high salaries paid to administrators (5.9%). The eighth ranked response made was concerned with the communication between the school and home.

It should be noted here that many responses were mentioned as both liked and disliked. This would indicate that these types of responses tend

TABLE 61

Please Indicate the One Thing You Dislike Most about the Tacoma Public Schools

Rank[a]	Response	Frequency	Percent
1	Discipline practices	271	16.2
2	Teachers, incompetent, high salaries, over-staffing	165	9.9
3	Construction of buildings	125	7.5
4	Administration of budget, finances, etc.	124	7.4
5	Bussing of elementary school children	115	6.9
6	Teaching methods	112	6.7
7	Administrators, over-staffing, high salaries	99	5.9
8	Communication between school and home	90	5.4
9	Class size	77	4.6
10	Dress and grooming codes	57	3.4
11	Required curriculum	53	3.2
12	Specialists	52	3.1
13	Lack of quality and progressiveness in system	40	2.4
14	Lack of uniform curriculum	31	1.9
15	School facilities	28	1.7
16	Lack of educational equality	25	1.5
17	Drug problem	23	1.4
18	Health and sex education	21	1.3
19	Progressive education	21	1.3
20	School Board	19	1.1
21	School schedule and hours	19	1.1
22	Reading program	18	1.1
23	Vocational facilities	18	1.1
24	Grade reporting, secondary school	16	1.0
25	School lunches and length of lunch time	13	.8
26	Physical education program	9	.5
27	Foreign language program	5	.3
28	Sports program	5	.3
29	Teacher Corps and Career Opportunities program	4	.2
30	Lack of consistency in removing programs from curriculum	3	.2
31	Testing, psychological and aptitude	3	.2
32	Extra activities, busses for these	2	.1
33	Art program	1	.1
34	District size	1	.1
35	English program	1	.1
36	Environment instruction	1	.1
37	Math program	1	.1
38	Program diversity	1	.1
39	Science program	1	.1
40	Summer school	1	.1
41	Twelve-month school year	1	.1
	Total Response	1,672[b]	100.4
	Non-response	1,210	

[a] Responses are ranked by size of frequency. Items with equal frequency are numbered consecutively in alphabetical order.

[b] Response Rate 58.0%

to produce feelings on the part of the public that are strong enough to warrant attention. One must keep in mind also the fact that very few people responded to these open-ended questions, as indicated in the number of persons who made no response.

Ranking of Scaled-Response Items

In Table 62 the scaled-response items, numbers 12-59, are arranged according to the size of the mean value obtained through weighting each response position. Specifically, any response of strongly agree received five points; agree received four points; undecided received three points; disagree received two points; and strongly disagree received one point. This was done to obtain the strength or intensity of opinion that existed in the community on a particular item. As the obtained mean approached the extreme value, strongly agree (5) and strongly disagree (1), a stronger feeling would be expected to be evidenced than when the mean value approached the middle position of undecided (3). It is assumed that as mean values approximate the extreme positions, strongly agree (5) and strongly disagree (1), greater commitments for action "to do something" about what the particular item was attempting to measure would be evidenced.

Table 62 can be readily understood in two ways. First, the table is arranged in order of intensity of agreement such that item number 36, ranked number one, which measured the opinions about the need for instruction on drug abuse, received the highest intensity of agreement from the sample, whereas item 39, ranked forty-eighth, which measured the opinions about the need for bussing students to achieve school integration of racial minorities, obtained the least intensity of agreement from the sample, or the greatest intensity of disagreement. Thus, the second way of understanding Table 62 would be to look at the extreme rankings through their mean values and work

TABLE 62

RANK ORDERING OF SCALED-RESPONSE ITEMS BY OBTAINED MEAN VALUE

Item No.	Item	Mean Rank	Mean Value	Standard Deviation	Response Rate
36.	Student information about drug abuse . .	1	4.58	.75	95.6
37.	Junior and senior high instruction in health and reproduction	2	4.30	.86	94.6
45.	Community learning situations	3	4.18	.81	93.0
57.	Special services for handicapped students	4	4.12	.89	92.0
58.	Basic building plans for new school construction	5	4.06	1.17	85.7
46.	Experimentation and evaluation of new educational methods	6	3.96	1.02	92.3
41.	Morality and social values instruction .	7	3.90	1.13	93.5
24.	Individualized instruction	8	3.82	1.16	92.7
25.	Uniformity of instruction	9	3.81	1.15	93.1
19.	Need for district dress and grooming rules	10	3.80	1.36	94.4
21.	Dress and grooming rules developed by a representative group	11	3.75	1.35	93.4
52.	Educational opportunities for disadvantaged students	12	3.70	1.14	92.7
29.	Evaluation of junior high school physical education	13	3.69	.92	62.8
51.	Educational opportunities for dropouts .	14	3.69	1.20	92.8
30.	Evaluation of senior high school physical education	15	3.62	1.01	60.3
28.	Evaluation of elementary physical education	16	3.59	1.03	65.1
38.	Elementary instruction in health and reproduction	17	3.57	1.29	93.0
49.	Student preparation for college	18	3.56	.93	72.4

TABLE 62--continued

Item No.	Item	Mean Rank	Mean Value	Standard Deviation	Response Rate
59.	General evaluation of Tacoma Public Schools	19	3.53	.93	79.8
48.	Student preparation for business or vocational-technical school	20	3.52	.97	69.0
12.	Willingness of schools to listen to community concerns	21	3.38	1.04	76.5
16.	Use of teacher aides	22	3.33	1.31	91.3
35.	Evaluation of teaching arithmetic	23	3.25	1.14	72.2
26.	School buildings open "after school hours"	24	3.20	1.25	90.1
42.	Evaluation of elementary school discipline	25	3.18	1.15	68.7
53.	Evaluation of elementary school counselors	26	3.15	1.14	56.2
13.	School board represents public interest .	27	3.06	1.12	79.9
56.	Evaluation of school social workers . . .	28	3.03	1.11	48.5
32.	Evaluation of teaching reading	29	3.03	1.21	73.4
15.	Involvement of students in educational planning	30	3.02	1.33	91.9
54.	Evaluation of junior and senior high school counselors	31	2.99	1.13	58.9
34.	Evaluation of teaching spelling	32	2.98	1.21	72.9
55.	Evaluation of school psychologists . . .	33	2.93	1.14	49.1
33.	Evaluation of teaching handwriting . . .	34	2.85	1.22	72.5
27.	Community financing of school buildings open "after school hours"	35	2.84	1.27	89.0
22.	Student participation in making school rules	36	2.80	1.44	94.9
31.	Evaluation of teaching how to study . . .	37	2.69	1.17	71.5
47.	Student preparation for occupation . . .	38	2.69	1.14	66.9

TABLE 62--continued

Item No.	Item	Mean Rank	Mean Value	Standard Deviation	Response Rate
17.	Twelve month school year for all students	39	2.69	1.43	92.1
20.	Dress and grooming rules set by school board	40	2.67	1.45	92.4
43.	Evaluation of junior and senior high school discipline	41	2.61	1.17	66.9
40.	Programs made available for all three and four year olds	42	2.41	1.38	89.5
18.	Community financing of twelve-month program	43	2.31	1.31	90.5
44.	Effectiveness in removing inadequate personnel	44	2.28	1.15	61.2
14.	Extent of citizen involvement in educational planning	45	2.24	1.03	83.2
50.	Free hot lunches for all students	46	2.21	1.23	92.7
23.	Open campus	47	2.17	1.29	94.1
39.	Bussing to achieve school integration of racial minorities	48	1.84	1.20	91.3

toward the middle rankings (items ranked 27-33).

Viewing the data through the second procedure, it can be seen that the mean ranks 1-20 contain a cluster of items where the sample showed a range of fairly strong agreement. On the other hand, the mean ranks 48-42 contain a different cluster of items where the sample responded with a range of fairly strong disagreement. A third cluster, items with mean ranks 21-26, showed where the sample made a range of marginal agreement to the items. Similarly, a fourth cluster, items with mean ranks 41-34, showed where an apparent range of marginal disagreement was made to the items. The fifth cluster included those items with mean ranks 27-33. These items appeared to be where the sample had a range of neutral or undecided opinion.

A note at this point should be made regarding the consistency or variability of the obtained mean value. This would refer to how much difference could be expected in the mean value had a different sample been drawn using the same procedures used in this study. Another way of questioning the same thing would be to ask, "How close could we expect the sample's mean value to be to the entire community's mean value?" Of course, we'll never really know what the mean value of the community was on any particular item for the month of January 1971. However, we can make some close guesses as to what it may have been. This is one reason we sample. If the sampling was done correctly through random selection, we will have a sample that is a cross section of the community. From the way the sample responded to items on the survey, estimations can be accurately made as to how the entire community would have responded. In fact, 95 times out of 100 we could expect an obtained value to fall within the range estimated. Through statistical procedures related to obtaining the standard error of the mean, values as small as .03 and as large as .06 were obtained for the items. By using the larger value, .06, a confidence band or range can be constructed which would probably contain the community mean value 95% of the time. To identify this range, .06 can be subtracted from the obtained mean value to get the lower limit of the range, and .06 added to the obtained mean to get the upper limit of the range. Thus, a confidence range can be established by adding and subtracting .06 to and from the mean value obtained for each item. For example, by adding and subtracting .06 to and from the first ranked item in Table 62, Item No. 36, which had a mean value of 4.58, it can be seen that the confidence range for this item would be 4.64 to 4.52. In other words, had we drawn other different samples of the community using the same procedures, we would expect the obtained mean values for Item No. 36 to fall between 4.64 and 4.52, 95% of the time.

A third measure is included in Table 62 which is called standard deviation. This provides us with an index of the dispersion of the responses or a measure of how similar all the responses were to an item, such that as the obtained standard deviation gets smaller we would expect fewer amounts of differences in the responses to the item.

The fourth measure included in Table 62 is the response rate for each scaled-response item. As mentioned before, this represents the proportion of the 2882 persons in the sample who indicated they had an opinion by responding to one of the five opinion categories (strongly agree, agree, undecided, disagree, and strongly disagree).

Summary of Scaled Responses

Agreement

High Agreement. Of the 48 scaled-response items, 19 received more than 50% agreement and were responded to by more than 70% of the sample.

Thus, 19 items were responded to by the sample with an opinion which could be characterized as high agreement. Of the 19 items, 15 were measuring needs and the remaining four dealt with evaluation. In descending order of intensity of agreement response made by the sample, the following needs were identified: the need for drug abuse education for all students; the need for sex education in the secondary schools; the need for community-based instruction (field trips); the need for special education for the handicapped students; the need for basic building designs in the construction of schools; the need for experimentation and evaluation of educational programs; the need for teaching morality and social values; the need for individualization of instruction; the need for uniformity of instruction; the need for dress and grooming rules; the need for educational opportunities for the disadvantaged student; the need for providing educational programs for school dropouts; the need for sex education at the elementary school level; and the need for using teacher aides. In descending order of intensity of agreement, the community sample had the following evaluative opinions: the Tacoma Public Schools do a good job of preparing students for college; the students in the Tacoma Public Schools are receiving a good education; the Tacoma Public Schools are willing to hear the community's concerns about the education they provide; and the Tacoma Public Schools are doing a good job of teaching arithmetic.

Medium Agreement. Four items received more than 60% agreement by the sample and were responded to by less than 70% of the sample but more than 60% of the sample. These evaluative items were characterized as having an opinion of agreement. The sample agreed: the junior high school physical education program is good; the senior high school physical education program is good; the elementary school physical education program is good; and the Tacoma Public Schools do a good job preparing students who are planning on entering business schools or vocational-technical schools.

Low Agreement. Three items were characterized as having low agreement with less than 50% but greater than 40% of the sample either agreeing or strongly agreeing with the statement, and the remainder of the response was distributed between undecided and some level of disagreement. These three items were responded to by more than 70% of the sample. One of the three items reflected the need for buildings to be kept open after school hours for community and student use. The other two items were evaluative: The respondents felt the school board of the Tacoma Public Schools did represent them in providing the kind of education they felt students should have, and they felt the Tacoma Public Schools are doing a good job of teaching reading.

Low-Marginal Agreement. Finally, two items categorized on the agreement side were characterized as having a low marginal agreement from the sample, i.e., less than 50%, greater than 40% of the sample either agreed or strongly agreed with the statement and the statement was responded to by less than 70% of the sample. The two items dealt with evaluative opinions which reflected a feeling that discipline in the elementary schools was good, and that the elementary counselors are doing a good job.

Disagreement

High Disagreement. Opinions about eight items were characterized as high disagreement such that greater than 50% of the sample either disagreed or strongly disagreed with the statement and more than 70% of the sample responded to the item. Seven of these items dealt with needs and one with evaluation. In descending order of intensity of disagreement, the community sample disagreed with the following: if more than 40% of the students in a school are of a minority race, the school should bus students to other schools; the schools should allow high school students the freedom to go where they choose when they are not scheduled for a class; all students should be given free hot lunches; the community should provide financial support for a twelve-month educational program; the schools should provide an early childhood education program for all three and four year old children; dress and grooming rules should be set by the school board; and the Tacoma Public Schools need to have a twelve-month school year. Making an evaluative opinion, the sample disagreed that citizens in this community are as involved as they should be in planning educational programs.

Medium Disagreement. One item was characterized as having an opinion of disagreement where more than 50% of the sample either disagreed or strongly disagreed with the item and less than 70% of the sample responded to the item: The sample disagreed that the Tacoma schools are effective in removing inadequate teachers and administrators.

Low Disagreement. One item received an opinion of low disagreement with more than 70% of the sample responding to the item and less than 50% but more than 40% of them either disagreeing or strongly disagreeing with the item. (The other two categories, agreement and undecided, were about evenly divided.) The community disagreed that Tacoma Public Schools were doing a good job of teaching students how to study.

Low-Marginal Disagreement. Two evaluation items received low marginal disagreement with less than 70% of the sample responding to the items. Of those who expressed an opinion, less than 50% either disagreed or strongly disagreed with the item. The sample disagreed that the discipline in the secondary schools was good, and they also disagreed that the Tacoma Public Schools do a good job of preparing graduates who enter directly into an occupation without further training.

Comparing the number of items which had the opinions of agreement to those that had disagreement, it was found that on 28 out of the 48 items the community expressed opinions of varying degrees of agreement and on 12 of the 48 items the community expressed opinions with varying degrees of disagreement. The eight remaining items are discussed below under Other items.

Other

Neutral. Three items were identified as being in the undecided category. These were items where the community could not express a real consensus of opinion. In fact only 48% to 59% of the sample were able to respond with an opinion to the items. The response that was made was fairly evenly distributed (such that about as many respondents agreed with the statement as disagreed or were undecided). These neutral items were concerned with Pupil Personnel Services. The community really appeared to be undecided about school social workers, secondary school counselors, and school psychologists. In other words, they were not able to really agree or disagree that they were doing a good job. By the low response rate, it seemed that the sample did not have any real opinion in this area nor the information to respond with an opinion.

Conflict. In addition, five items were identified that reflected a conflict of opinion among the community and should not be characterized as really neutral. They had bimodal distributions (i.e., neither the agreement or disagreement response was greater than 50% and both areas received between 30% and 40% response, with a very small proportion of the response being undecided). Of these five items, three dealt with needs and two with evaluation. The sample was divided in their opinion of whether students should plan educational programs; whether students should participate in making student rules; and whether the community should provide financial support of schools so that they could be open after school hours. The two remaining items dealt with evaluation of handwriting and spelling. The community was divided in their opinion as to whether the Tacoma Public Schools were doing a good job of teaching these subjects.

Summary

In terms of needs, the community sample agreed that the identified instructional programs which specified content, such as drug abuse, sex education, morality and social values, should be offered. They agreed on the need for educational programs for various types of disadvantaged students, such as the handicapped, the dropout, and the economically and socially disadvantaged student. They felt that the school should go beyond the classroom setting in offering students an education. They felt the schools should continually try out and evaluate new ways for educating students. Essentially, they felt the instruction each student gets should fit with that student's individual interests and abilities. However, within a grade level, they felt the instruction should be the same in every public school in Tacoma. Interpretation of the last two statements might say the community felt that inasmuch as possible the instructional process should be individualized to a student's needs and interests; however, the content of what is taught should be maintained and kept as uniform as possible between schools.

The community sample expressed a need for the control of students. This was evidenced when they agreed that there is a need for dress and grooming rules; however, this was tempered by agreement that these rules should be developed by a representative group of students, parents, teachers, and administrators. They disagreed with the need for the "open campus", and indicated a question on the discipline practices in the secondary schools. Finally, there appeared to be controversy or conflict of opinion on whether students should participate in making student rules, and whether students should be involved in the planning of educational programs.

Like other communities, this sample disagreed with the idea of racial integration through bussing between schools. They also were against the idea of providing all students with free hot lunches. In addition, they were negative about having either early childhood education for all children or having the schools provide a twelve-month school program. They tended to be against any increased educational costs.

They felt the schools were not effective in removing inadequate personnel. They also felt the citizens in the community were not as involved as they should be in planning of educational programs. They disagreed that the school board should set dress and grooming rules, and, although positive, seemed to question the representativeness of the school board in providing the kind of education they felt students should have.

Generally, the community felt that it does not receive enough information about the Tacoma Public Schools and does not have enough voice about how the schools should operate. Only a third of the community indicated that they know what kind of education the Tacoma Public Schools are providing for students. Many expressed that they did not have enough information to make a decision about the salaries paid to teachers and administrators. It is interesting to note that the 12 scaled-response items where more than 30% of the sample were not able to express an opinion were items that attempted to measure evaluative opinions about various aspects of the educational program, such as physical education, discipline practices, and pupil personnel services. This, it seems would indicate that the community does lack information from which to base a judgment to make an evaluative opinion.

APPENDIX A

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TABLE 63

DESCRIPTION OF RESPONDENTS AND RESPONSES TO INTRODUCTORY ITEMS

	Mean Age	% Males	% Females	Mean Level of Education	Mean Length of Residence	% Own Home	% Rent Home	% Have child in TPS	% Do not have child in TPS
Total Response	44.8	36.9	63.1	12.7	23.3	76.6	23.4	44.9	55.1
Age									
16-20	19.1	22.4	77.6	11.8	13.0	19.7	80.3	3.0	97.0
21-30	25.7	33.6	66.4	13.1	12.5	57.0	43.0	39.8	60.2
31-40	35.6	33.2	66.8	13.2	15.4	82.0	18.0	85.5	14.5
41-50	45.6	36.3	63.7	13.2	23.3	86.0	14.0	67.7	32.3
51-60	55.2	43.3	56.7	12.6	30.3	88.9	11.1	24.2	75.8
61-94	69.2	41.7	58.3	11.5	38.2	77.6	22.4	5.0	95.0
Sex									
Male	46.4	100.0	0.0	13.0	23.9	78.0	22.0	40.2	59.8
Female	43.8	0.0	100.0	12.6	22.8	76.1	23.9	47.9	52.1
Education Level									
Less than 12th grade	51.2	36.3	63.7	9.3	27.0	72.5	27.5	36.9	63.1
High school diploma	43.1	32.4	67.6	12.0	23.9	77.1	22.9	49.6	50.4
Beyond high school, other than college	42.6	34.4	65.6	13.8	22.4	79.0	21.0	46.8	53.2
Some college	41.3	40.6	59.4	14.1	20.5	75.5	24.5	47.3	52.7
College degree	43.7	48.6	51.4	18.3	19.5	83.8	16.2	44.1	55.9
Length of Residence in Tacoma School District									
Less than 6 years	36.0	38.6	61.4	13.1	3.0	59.7	40.3	50.9	49.1
6-10 years	38.3	37.9	62.1	13.1	8.0	76.9	23.1	67.8	32.2
11-20 years	41.6	35.2	64.8	13.0	16.1	78.5	21.5	53.1	46.9
Over 20 years	50.6	37.1	62.9	12.5	35.7	85.1	14.9	36.5	63.5
Ownership of Home									
Own	46.5	37.4	62.6	12.8	25.1	100.0	0.0	48.9	51.1
Rent	38.9	34.9	65.1	12.4	16.9	0.0	100.0	32.9	67.1
Have Children in Tacoma Public Schools									
Yes	39.6	32.9	67.1	12.9	18.7	83.0	17.0	100.0	0.0
No	48.8	40.1	59.9	12.6	27.0	71.5	28.5	0.0	100.0
Information about Schools									
Enough information	46.6	37.6	62.4	12.8	24.4	77.2	22.8	48.7	51.3
Not enough information	42.7	36.8	63.2	12.7	22.1	76.9	23.1	43.6	56.4
Voice in Schools Operation									
Enough voice	45.8	37.0	63.0	12.7	23.3	74.3	25.7	45.8	54.2
Not enough voice	43.7	38.0	62.0	12.8	23.2	78.8	21.2	46.5	53.5
Knowledge about Kind of Education Tacoma Provides									
Have knowledge	43.5	38.7	61.3	13.3	23.3	79.6	20.4	55.5	44.5
Lack knowledge	43.4	38.0	62.0	12.6	22.2	75.7	24.3	38.6	61.4
Undecided	47.0	34.1	65.9	12.2	24.1	75.1	24.9	40.9	59.1
Administrative Salaries									
Too high - high	47.2	41.0	59.0	13.2	27.5	86.9	13.1	45.1	54.9
About right	46.0	37.2	62.8	12.8	24.2	76.7	23.3	43.4	56.6
Low - too low	37.3	52.4	47.6	13.3	15.1	46.9	53.1	53.2	46.8
Don't know - no response	42.3	32.1	67.9	12.2	19.3	68.9	31.1	44.9	55.1
Teachers' Salaries									
Too high - high	47.4	45.4	54.6	12.8	28.1	85.9	14.1	40.4	59.6
About right	46.8	36.2	63.8	13.0	20.5	84.0	16.0	46.8	53.2
Low - too low	37.7	38.5	61.5	13.5	16.9	65.1	34.9	48.7	51.3
Don't know - no response	43.7	33.2	66.8	12.1	19.3	68.0	32.0	43.2	56.8

TABLE 63--continued

% Feel have enough information on TPS	% Feel do not have enough information on TPS	% Feel have enough voice in TPS operation	% Feel do not have enough voice in TPS operation	% Feel have knowledge of kind of education TPS provides	% Feel do not have knowledge of kind of educ. TPS provides	% Undecided about knowing kind of education TPS provides	% Feel administrative salaries too high or high	% Feel administrative salaries about right	% Feel administrative salaries low or too low	% Feel lack information about administrative salaries - or no response	% Feel teachers' salaries too high or high	% Feel teachers' salaries about right	% Feel teachers' salaries low or too low	% Feel lack information about teachers' salaries - or no response
44.7	55.3	40.5	59.5	36.3	32.1	31.6	60.7	35.6	3.7	40.4	22.6	59.3	18.0	33.9
Age														
30.8	69.2	33.8	66.2	43.3	29.9	26.9	28.0	64.0	8.0	62.7	10.8	43.2	45.9	44.8
31.5	68.5	37.6	62.4	29.9	40.6	29.4	52.5	39.4	8.1	51.3	15.7	51.3	33.0	59.8
48.2	51.8	39.5	60.5	45.2	28.7	26.2	62.6	32.5	5.0	41.8	22.5	55.2	22.3	33.3
49.0	51.0	38.4	61.6	41.9	29.3	28.8	63.3	34.3	2.4	35.6	22.8	63.0	14.2	30.4
48.4	51.6	44.7	55.3	37.6	30.0	32.4	64.6	32.5	2.9	33.6	26.5	61.6	11.9	29.0
52.0	48.0	47.6	52.4	26.4	30.3	43.3	60.3	38.8	.9	35.7	25.3	67.3	7.4	34.3
Sex														
45.3	54.7	39.9	60.1	38.0	32.9	29.2	62.2	32.9	4.9	35.2	26.6	55.4	18.0	30.5
44.5	55.5	40.9	59.1	35.4	31.5	33.1	59.8	37.2	3.0	43.4	20.2	61.7	18.2	35.7
Education Level														
49.5	50.5	46.4	53.6	28.1	30.3	41.6	49.6	46.3	4.2	47.2	22.2	61.0	16.8	41.4
43.5	56.5	40.7	59.3	35.6	32.0	32.5	65.5	31.9	2.5	42.5	26.0	59.5	14.5	36.9
39.5	60.5	32.1	67.9	34.0	35.6	30.4	60.8	35.3	3.9	38.5	24.5	58.0	17.5	31.8
42.6	57.4	39.3	60.7	39.7	34.1	26.2	59.3	35.4	5.3	39.0	18.5	61.1	20.5	28.9
52.4	47.6	43.0	57.0	53.6	26.6	19.7	65.5	30.2	4.4	22.0	19.0	54.5	26.5	17.0
Length of Residence in Tacoma Schools District														
40.1	59.9	41.7	58.3	29.8	37.9	32.4	48.8	41.4	9.8	55.1	14.7	50.3	35.0	47.3
40.4	59.6	39.3	60.7	37.5	32.9	29.6	54.7	38.5	6.8	47.7	15.5	58.3	26.2	40.5
46.8	53.2	40.6	59.4	42.0	27.8	30.2	58.1	39.5	2.3	41.3	21.6	57.5	21.0	32.2
46.9	53.1	40.3	59.7	38.0	30.0	31.9	64.5	33.6	1.9	30.7	25.8	62.4	11.8	25.3
Ownership of Home														
44.8	55.2	39.1	60.9	37.7	31.5	30.8	64.4	33.4	2.2	36.0	24.0	61.5	14.5	29.7
44.4	55.6	45.3	54.7	32.2	33.8	34.1	43.5	45.5	11.0	53.2	16.8	50.0	33.2	46.0
Have Children in Tacoma Public Schools														
47.6	52.4	40.3	59.7	44.3	27.2	28.5	61.2	34.5	4.3	40.2	20.0	60.7	19.2	32.4
42.5	57.5	40.9	59.1	29.6	36.1	34.3	60.4	36.5	3.1	40.1	24.9	58.1	17.1	34.6
Information about Schools														
100.0	0.0	72.2	27.8	55.6	13.0	31.4	52.2	42.7	5.1	32.6	18.3	63.8	17.9	26.2
0.0	100.0	14.4	85.6	22.1	47.6	30.3	68.9	28.6	2.5	44.4	26.8	55.0	18.2	37.4
Voice in Schools Operation														
80.5	19.5	100.0	0.0	51.5	18.4	30.1	45.3	48.9	5.8	39.2	16.3	64.6	19.0	31.1
21.1	78.9	0.0	100.0	28.3	40.8	30.8	70.6	26.8	2.6	37.7	27.0	55.8	17.2	32.0
Knowledge about Kind of Education Tacoma Provides														
67.1	32.9	55.3	44.7	100.0	0.0	0.0	58.0	37.4	4.6	25.6	18.9	62.0	19.1	18.5
18.2	81.8	23.5	76.5	0.0	100.0	0.0	68.8	28.2	2.9	47.2	27.8	53.6	18.6	40.9
45.8	54.2	39.9	60.1	0.0	0.0	100.0	56.4	40.8	2.8	48.0	23.4	60.8	15.8	41.6
Administrative Salaries														
42.6	57.4	29.8	70.2	42.8	31.8	25.3	100.0	0.0	0.0	0.0	37.7	51.5	10.8	5.0
59.3	40.7	54.8	45.2	46.9	22.1	31.0	0.0	100.0	0.0	0.0	3.3	81.3	15.5	4.7
66.7	33.3	59.4	40.6	56.5	22.6	21.0	0.0	0.0	100.0	0.0	0.0	1.6	98.4	1.6
37.3	62.7	41.4	58.6	23.5	38.2	38.3	0.0	0.0	0.0	100.0	14.8	54.2	31.0	76.7
Teachers' Salaries														
39.4	60.6	29.4	70.6	36.9	34.7	28.4	95.2	4.8	0.0	9.3	100.0	0.0	0.0	0.0
52.5	47.5	44.4	55.6	46.2	25.6	28.3	51.8	48.1	.1	13.0	0.0	100.0	0.0	0.0
48.4	51.6	43.3	56.7	46.8	29.1	24.1	41.3	34.7	23.9	24.5	0.0	0.0	100.0	0.0
36.1	63.9	39.8	60.2	20.4	39.7	39.8	63.4	35.4	1.2	91.6	0.0	0.0	0.0	100.0

TABLE 64

Item 12. The Tacoma Public Schools are willing to hear your concerns about the education they provide.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	8.3	48.8	21.9	14.6	6.3	3.38	23.5	76.5
Age								
16-20	9.1	50.0	11.4	20.5	9.1	3.30	34.3	65.7
21-30	7.9	47.0	24.1	15.8	5.3	3.37	28.1	71.9
31-40	9.0	48.9	21.4	15.8	5.0	3.41	14.4	85.6
41-50	7.6	46.5	22.5	16.4	7.0	3.31	16.4	83.6
51-60	9.0	50.7	21.1	11.6	7.7	3.42	19.9	80.1
61-94	8.8	53.8	22.0	11.0	4.4	3.52	35.5	64.5
Sex								
Male	7.4	47.3	24.0	14.6	6.7	3.34	21.4	78.6
Female	8.8	50.0	20.9	14.6	5.7	3.42	23.9	76.1
Education Level								
Less than 12th grade	10.6	51.4	22.5	11.2	4.4	3.53	31.7	68.3
High school diploma	6.9	49.9	19.9	14.6	8.6	3.32	21.8	78.2
Beyond high school, other than college	6.3	47.7	27.0	14.7	4.3	3.37	20.4	79.6
Some college	8.5	46.9	22.1	17.4	5.1	3.36	21.2	78.8
College degree	10.1	48.2	20.9	15.5	5.4	3.42	13.9	86.1
Length of Residence in Tacoma District								
Less than 6 years	8.7	48.6	23.8	13.6	5.4	3.42	28.0	72.0
6-10 years	8.2	50.0	23.3	14.7	3.9	3.44	18.0	82.0
11-20 years	10.5	49.5	21.1	13.5	5.4	3.46	20.5	79.5
Over 20 years	7.2	48.5	21.9	15.5	6.9	3.33	21.0	79.0
Ownership of Home								
Own	8.1	48.8	21.4	15.4	6.3	3.37	20.4	79.6
Rent	9.5	50.2	23.3	11.2	5.7	3.47	31.5	68.5
Have Children in Tacoma Public Schools								
Yes	8.4	50.3	20.5	15.2	5.7	3.41	13.2	86.8
No	8.3	47.4	23.6	14.0	6.7	3.37	31.1	68.9
Information about Schools								
Enough information	12.1	61.8	16.8	7.1	2.3	3.74	17.0	83.0
Not enough information	4.9	37.7	25.9	21.7	9.8	3.06	25.3	74.7
Voice in Schools Operation								
Enough voice	13.5	65.5	16.7	3.7	.6	3.88	19.4	80.6
Not enough voice	4.6	36.7	25.2	22.9	10.6	3.02	21.7	78.3
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	11.3	57.3	12.3	14.2	4.9	3.56	9.8	90.2
Lack knowledge	5.8	38.9	25.7	19.7	9.9	3.11	29.4	70.6
Undecided	6.6	47.1	32.2	10.3	3.8	3.42	29.6	70.4
Administrative Salaries								
Too high - high	4.6	41.8	20.5	22.3	10.8	3.07	14.4	85.6
About right	11.8	55.2	23.4	6.9	2.7	3.66	15.2	84.8
Low - too low	20.4	55.6	7.4	11.1	5.6	3.74	15.6	84.4
Don't know - no response	9.6	52.3	23.7	11.1	3.4	3.54	36.3	63.7
Teachers' Salaries								
Too high - high	3.6	41.0	21.9	19.4	14.2	3.00	15.3	84.7
About right	7.7	50.3	22.0	14.7	5.3	3.40	16.4	83.6
Low - too low	14.7	49.2	15.4	16.4	4.3	3.54	12.8	87.2
Don't know - no response	9.1	51.3	25.0	10.8	3.9	3.51	39.0	61.0

TABLE 65

Item 13. The School Board of the Tacoma Public Schools does represent you in providing the kind of education you feel students should have.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	6.3	35.9	25.6	21.6	10.7	3.06	20.1	79.9
Age								
16-20	10.0	32.0	22.0	24.0	12.0	3.04	25.4	74.6
21-30	3.7	31.4	29.2	23.5	12.1	2.91	22.0	78.0
31-40	6.0	35.6	26.7	19.6	12.0	3.04	13.5	86.5
41-50	5.7	33.0	26.3	24.6	10.4	2.99	13.6	86.4
51-60	8.3	38.3	24.8	19.0	9.5	3.17	15.6	84.4
61-94	8.2	46.0	18.9	19.5	7.3	3.28	33.5	66.5
Sex								
Male	6.4	37.2	21.3	22.7	12.4	3.02	17.4	82.6
Female	6.2	35.2	28.1	21.1	9.4	3.08	21.0	79.0
Education Level								
Less than 12th grade	8.5	42.1	22.4	18.4	8.5	3.24	26.6	73.4
High school diploma	5.5	36.8	27.7	20.1	9.8	3.08	19.5	80.5
Beyond high school, other than college	4.1	31.1	27.6	24.8	12.4	2.90	16.4	83.6
Some college	4.7	33.3	26.1	22.7	13.3	2.93	18.0	82.0
College degree	8.3	33.3	22.6	25.3	10.4	3.04	10.8	89.2
Length of Residence in Tacoma District								
Less than 6 years	5.3	32.3	29.4	21.6	11.4	2.99	24.1	75.9
6-10 years	6.8	39.4	26.3	19.5	8.1	3.17	16.6	83.4
11-20 years	7.5	36.2	26.8	19.7	9.9	3.12	17.0	83.0
Over 20 years	5.8	36.4	24.3	22.5	11.0	3.04	17.9	82.1
Ownership of Home								
Own	5.8	35.5	25.1	23.0	10.6	3.03	17.7	82.3
Rent	7.9	38.0	27.3	16.2	10.7	3.16	25.3	74.7
Have Children in Tacoma Public Schools								
Yes	5.1	35.6	25.7	22.7	10.9	3.01	11.7	88.3
No	7.5	36.3	25.6	20.3	10.4	3.10	26.5	73.5
Information about Schools								
Enough information	9.7	51.1	21.6	13.1	4.4	3.49	15.0	85.0
Not enough information	3.1	23.2	28.8	28.9	16.0	2.68	19.9	80.1
Voice in Schools Operation								
Enough voice	11.3	56.0	21.7	8.6	2.3	3.66	16.1	83.9
Not enough voice	2.7	21.8	27.7	30.9	16.9	2.63	18.1	81.9
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	9.2	44.5	16.8	19.5	10.0	3.24	7.5	92.5
Lack knowledge	3.6	23.8	25.9	30.7	15.9	2.69	25.9	74.1
Undecided	4.6	36.4	37.7	15.4	6.0	3.18	24.3	75.7
Administrative Salaries								
Too high - high	3.3	28.5	22.8	28.3	17.1	2.73	11.5	88.5
About right	8.7	44.1	22.9	18.1	6.3	3.31	11.3	88.7
Low - too low	10.5	47.4	29.8	10.5	1.8	3.54	10.9	89.1
Don't know - no response	7.8	38.2	30.4	16.9	6.8	3.23	32.8	67.2
Teachers' Salaries								
Too high - high	3.7	27.6	22.9	26.6	19.2	2.70	12.0	88.0
About right	5.3	39.2	23.4	22.6	9.6	3.08	13.0	87.0
Low - too low	8.9	32.8	26.8	20.5	10.9	3.08	11.9	88.1
Don't know - no response	8.0	37.4	29.8	17.6	7.2	3.21	34.7	65.3

TABLE 66

Item 14. Citizens in this community are as involved as they should be in planning educational programs.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	2.1	13.1	16.1	44.5	24.3	2.24	16.8	83.2
Age								
16-20	1.7	6.9	10.3	46.6	34.5	1.95	13.4	86.6
21-30	2.7	8.4	13.5	48.4	27.0	2.11	16.3	83.7
31-40	1.1	10.5	14.0	45.8	28.6	2.10	10.4	89.6
41-50	2.1	13.5	15.1	43.1	26.2	2.22	12.2	87.8
51-60	2.5	17.7	16.7	45.4	17.7	2.42	15.2	84.8
61-94	2.6	18.2	23.1	40.2	15.9	2.51	29.8	70.2
Sex								
Male	2.8	14.2	15.4	42.7	24.9	2.27	13.9	86.1
Female	1.6	12.2	16.3	46.0	23.8	2.22	18.0	82.0
Education Level								
Less than 12th grade	3.3	16.8	19.0	41.2	19.7	2.43	24.3	75.7
High school diploma	1.8	12.9	16.8	44.2	24.3	2.24	15.3	84.7
Beyond high school, other than college	1.5	8.5	17.0	43.2	29.8	2.09	12.7	87.3
Some college	1.4	10.2	11.3	50.1	27.0	2.09	14.5	85.5
College degree	2.1	16.5	14.4	46.7	20.3	2.33	9.9	90.1
Length of Residence in Tacoma District								
Less than 6 years	1.8	10.4	15.3	45.1	27.3	2.14	18.4	81.6
6-10 years	3.1	12.2	14.9	47.8	22.0	2.27	9.9	90.1
11-20 years	1.4	13.3	12.9	48.4	24.0	2.20	13.8	86.2
Over 20 years	2.2	13.9	17.0	43.5	23.3	2.28	15.7	84.3
Ownership of Home								
Own	1.8	13.6	15.7	44.7	24.2	2.24	14.3	85.7
Rent	3.1	10.9	17.2	44.4	24.4	2.24	22.6	77.4
Have Children in Tacoma Public Schools								
Yes	1.8	11.7	15.0	45.3	26.1	2.18	8.9	91.1
No	2.4	14.2	17.2	43.7	22.4	2.30	22.8	77.2
Information about Schools								
Enough information	3.1	21.8	20.0	40.8	14.3	2.59	15.0	85.0
Not enough information	1.4	5.7	12.5	47.8	32.6	1.95	14.5	85.5
Voice in Schools Operation								
Enough voice	2.8	23.7	21.6	39.4	12.5	2.65	16.0	84.0
Not enough voice	1.7	5.7	12.0	47.8	32.7	1.96	12.7	87.3
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	2.1	18.8	13.5	45.2	20.4	2.37	8.5	91.5
Lack knowledge	2.3	6.8	12.4	45.7	32.7	2.00	17.9	82.1
Undecided	1.6	12.4	23.0	42.2	20.9	2.32	21.6	78.4
Administrative Salaries								
Too high - high	1.9	11.5	13.9	45.0	27.6	2.15	9.4	90.6
About right	2.2	17.5	16.5	41.3	22.5	2.36	11.9	88.1
Low - too low	5.0	11.7	10.0	53.3	20.0	2.28	6.2	93.8
Don't know - no response	2.0	12.1	18.6	45.2	22.1	2.27	26.5	73.5
Teachers' Salaries								
Too high - high	2.3	11.7	13.1	43.3	29.5	2.14	11.3	88.7
About right	2.0	14.7	16.4	44.0	22.9	2.29	10.5	89.5
Low - too low	2.5	10.6	10.3	48.1	28.4	2.11	6.7	93.3
Don't know - no response	1.8	12.6	19.9	44.1	21.6	2.29	30.0	70.0

TABLE 67

Item 15. Students attending the Tacoma Public Schools should be involved in planning the educational programs.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	13.9	31.8	13.7	24.1	16.7	3.02	8.1	91.9
Age								
16-20	50.0	31.3	7.8	4.7	6.3	4.14	4.5	95.5
21-30	25.2	37.7	11.4	15.0	10.8	3.52	5.3	94.7
31-40	11.2	30.5	15.1	23.3	19.9	2.90	3.3	96.7
41-50	10.9	30.9	13.7	25.8	18.7	2.90	6.6	93.4
51-60	8.2	31.5	11.6	32.2	16.4	2.83	7.4	92.6
61-94	6.9	28.5	17.3	28.0	18.3	2.80	18.0	82.0
Sex								
Male	13.9	27.6	10.5	26.5	21.4	2.86	5.8	94.2
Female	13.9	34.2	15.7	22.7	13.5	3.12	9.1	90.9
Education Level								
Less than 12th grade	14.8	35.8	13.5	19.7	16.2	3.13	15.0	85.0
High school diploma	11.9	31.0	14.2	25,4	17.4	2.95	7.0	93.0
Beyond high school, other than college	18.2	31.4	12.9	23.0	14.6	3.16	5.3	94.7
Some college	15.5	31.9	12.6	25.1	14.9	3.08	5.0	95.0
College degree	11.3	28.4	15.6	25.6	19.1	2.87	.9	99.1
Length of Residence in Tacoma District								
Less than 6 years	19.0	35.9	12.2	18.8	14.1	3.27	6.1	93.9
6-10 years	17.5	30.4	15.2	25.1	11.8	3.17	7.1	92.9
11-20 years	15.5	33.2	14.2	21.4	15.7	3.11	5.5	94.5
Over 20 years	9.6	30.4	14.3	26.9	18.8	2.85	8.6	91.4
Ownership of Home								
Own	10.5	31.4	13.3	26.5	18.3	2.89	6.7	93.3
Rent	25.5	33.6	14.2	15.7	11.1	3.47	10.6	89.4
Have Children in Tacoma Public Schools								
Yes	13.7	32.1	13.3	23.8	17.1	3.02	4.9	95.1
No	14.1	31.6	14.0	24.2	16.1	3.04	10.2	89.8
Information about Schools								
Enough information	12.2	34.9	13.5	24.8	14.5	3.06	7.4	92.6
Not enough information	15.4	29.4	13.6	23.5	18.3	3.00	6.3	93.7
Voice in Schools Operation								
Enough voice	12.6	36.4	14.1	25.3	11.7	3.13	7.4	92.6
Not enough voice	14.9	28.1	13.2	23.1	20.6	2.94	6.0	94.0
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	13.5	31.4	11.2	26.0	18.0	2.97	3.3	96.7
Lack knowledge	14.5	30.1	12.8	23.9	18.8	2.98	7.8	92.2
Undecided	13.7	34.2	17.4	21.9	12.7	3.14	10.6	89.4
Administrative Salaries								
Too high - high	9.9	24.9	12.6	28.3	24.2	2.68	4.5	95.5
About right	13.6	34.5	15.8	21.3	14.8	3.11	7.0	93.0
Low - too low	26.7	28.3	10.0	21.7	13.3	3.33	6.2	93.8
Don't know - no response	17.1	37.1	13.8	21.6	10.5	3.29	12.0	88.0
Teachers' Salaries								
Too high - high	12.9	18.5	11.2	27.8	29.5	2.58	5.1	94.9
About right	11.1	31.2	14.8	25.8	17.1	2.94	6.3	93.7
Low - too low	21.6	37.7	10.6	17.0	13.1	3.38	4.1	95.9
Don't know - no response	14.6	36.6	14.6	22.9	11.3	3.20	13.0	87.0

TABLE 68

Item 16. Persons who are paid and do not have teaching certificates (teacher aides) should be used by the Tacoma Public Schools to assist teachers in the teaching of students.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	17.6	41.0	11.8	15.7	13.9	3.33	8.7	91.3
Age								
16-20	31.1	31.1	21.3	9.8	6.6	3.71	9.0	91.0
21-30	23.5	43.5	12.4	10.5	10.2	3.60	5.7	94.3
31-40	21.1	43.5	9.1	11.1	15.2	3.44	4.8	95.2
41-50	15.7	42.4	12.1	16.3	13.5	3.31	8.3	91.7
51-60	12.8	41.3	11.8	16.5	17.6	3.15	8.9	91.1
61-94	13.1	36.9	12.6	23.8	13.6	3.12	14.8	85.2
Sex								
Male	16.7	41.1	11.5	15.6	15.1	3.29	8.5	91.5
Female	18.1	41.3	12.0	15.4	13.1	3.36	8.5	91.5
Education Level								
Less than 12th grade	17.9	39.0	12.6	18.0	12.6	3.32	13.9	86.1
High school diploma	14.3	42.3	12.6	16.2	14.7	3.25	7.5	92.5
Beyond high school, other than college	20.2	40.9	9.1	15.9	13.9	3.38	6.6	93.4
Some college	19.4	43.1	10.8	14.0	12.7	3.43	6.3	93.7
College degree	23.5	37.9	13.2	10.9	14.5	3.45	3.7	96.3
Length of Residence in Tacoma District								
Less than 6 years	22.9	45.2	10.3	13.0	8.7	3.61	6.6	93.4
6-10 years	21.3	43.3	11.4	9.5	14.4	3.48	7.1	92.9
11-20 years	17.5	39.7	13.9	16.0	13.0	3.33	8.6	91.4
Over 20 years	14.2	38.8	12.6	17.7	16.7	3.16	8.7	91.3
Ownership of Home								
Own	15.9	40.5	11.3	16.8	15.5	3.25	7.5	92.5
Rent	24.1	42.4	13.4	11.5	8.6	3.62	11.0	89.0
Have Children in Tacoma Public Schools								
Yes	19.0	43.6	10.5	13.2	13.7	3.41	5.6	94.4
No	16.6	38.9	12.9	17.7	13.8	3.27	10.8	89.2
Information about Schools								
Enough information	18.0	45.4	10.6	15.3	10.6	3.45	7.4	92.6
Not enough information	17.6	38.0	12.3	15.6	16.5	3.25	7.2	92.8
Voice in Schools Operation								
Enough voice	18.1	46.3	12.5	14.4	8.7	3.51	7.8	92.2
Not enough voice	17.4	37.8	10.5	16.4	18.0	3.20	7.1	92.9
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	19.6	42.5	9.4	14.7	13.8	3.39	4.3	95.7
Lack knowledge	18.9	40.5	9.6	16.1	14.8	3.33	8.4	91.6
Undecided	14.5	40.1	16.7	16.3	12.5	3.28	11.4	88.6
Administrative Salaries								
Too high - high	15.6	36.7	11.0	17.0	19.7	3.12	5.4	94.6
About right	19.4	43.8	11.3	14.3	11.2	3.46	6.2	93.8
Low - too low	38.6	36.8	7.0	12.3	5.3	3.91	10.9	89.1
Don't know - no response	17.3	43.9	13.2	15.3	10.2	3.43	12.9	87.1
Teachers' Salaries								
Too high - high	14.8	32.8	10.1	17.5	24.9	2.95	6.0	94.0
About right	15.7	43.2	11.7	15.5	13.8	3.32	5.9	94.1
Low - too low	31.2	41.3	8.0	11.3	8.3	3.76	4.7	95.3
Don't know - no response	16.1	42.3	14.2	16.7	10.8	3.36	14.6	85.4

TABLE 69

Item 17. The Tacoma Public Schools should keep the schools open all year to provide a twelve month educational program for all students.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	16.1	16.1	15.0	26.0	26.8	2.69	7.9	92.1
Age								
16-20	14.3	4.8	6.3	19.0	55.6	2.03	6.0	94.0
21-30	13.6	12.5	15.0	24.8	34.1	2.47	5.3	94.7
31-40	18.3	14.9	15.9	24.8	26.2	2.74	2.9	97.1
41-50	17.2	15.8	15.7	25.0	26.3	2.73	5.6	94.4
51-60	15.8	20.8	14.9	28.8	19.6	2.84	10.6	89.4
61-94	14.4	20.2	14.4	29.8	21.2	2.77	15.6	84.4
Sex								
Male	18.7	16.9	14.1	25.1	25.2	2.79	6.2	93.8
Female	14.3	15.6	15.4	26.9	27.8	2.62	8.6	91.4
Education Level								
Less than 12th grade	12.1	13.8	10.4	30.8	32.9	2.41	12.8	87.2
High school diploma	13.0	14.0	14.5	28.3	30.1	2.52	6.8	93.2
Beyond high school, other than college	18.9	18.1	17.8	20.9	24.3	2.86	6.1	93.9
Some college	21.0	16.3	16.9	23.4	22.3	2.90	6.9	93.1
College degree	20.1	24.2	19.4	19.7	16.6	3.12	2.8	97.2
Length of Residence in Tacoma District								
Less than 6 years	14.1	14.5	17.8	24.3	29.4	2.60	5.9	94.1
6-10 years	17.2	15.7	15.3	28.0	23.9	2.74	5.3	94.7
11-20 years	18.2	15.5	14.4	24.9	27.0	2.73	6.8	93.2
Over 20 years	16.3	16.9	13.6	26.6	26.5	2.70	8.5	91.5
Ownership of Home								
Own	16.3	17.0	14.8	26.1	25.8	2.72	7.3	92.7
Rent	15.0	13.7	15.7	55.5	30.2	2.58	8.7	91.3
Have Children in Tacoma Public Schools								
Yes	16.2	15.0	15.6	24.4	28.8	2.66	4.2	95.8
No	16.0	17.0	14.3	27.6	25.1	2.71	10.6	89.4
Information about Schools								
Enough information	14.5	16.3	15.2	28.0	26.0	2.66	6.8	93.2
Not enough information	17.6	15.9	14.5	24.2	27.9	2.71	6.3	93.7
Voice in Schools Operation								
Enough voice	11.5	15.7	16.7	30.2	25.8	2.57	7.1	92.9
Not enough voice	19.6	16.3	13.3	22.8	28.0	2.77	6.4	93.6
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	15.6	14.6	14.7	26.9	28.3	2.62	5.0	95.0
Lack knowledge	18.9	17.4	13.0	22.5	28.2	2.76	6.7	93.3
Undecided	13.8	16.1	17.5	28.7	23.9	2.67	9.6	90.4
Administrative Salaries								
Too high - high	19.4	18.0	15.0	22.7	24.9	2.84	4.9	95.1
About right	13.9	14.6	16.2	26.8	28.5	2.59	7.0	93.0
Low - too low	21.0	21.0	4.8	24.2	29.0	2.81	3.1	96.9
Don't know - no response	13.8	14.8	14.8	29.0	27.6	2.58	11.4	88.6
Teachers' Salaries								
Too high - high	22.7	15.6	15.2	19.1	27.4	2.87	5.3	94.7
About right	15.5	17.0	14.7	25.9	26.8	2.69	6.1	93.9
Low - too low	14.8	16.9	13.6	28.1	26.6	2.65	3.5	96.5
Don't know - no response	14.0	14.8	15.6	28.8	26.7	2.61	12.8	87.2

TABLE 70

Item 18. The community should provide additional money to enable the schools to offer students a twelve month educational program.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	8.9	13.0	14.3	28.0	35.8	2.31	9.5	90.5
				Age				
16-20	11.7	8.3	5.0	20.0	55.0	2.02	10.4	89.6
21-30	7.7	11.6	14.9	24.4	41.3	2.20	7.0	93.0
31-40	10.9	11.3	14.5	26.8	36.5	2.33	4.4	95.6
41-50	9.0	13.4	13.9	28.0	35.7	2.32	7.6	92.4
51-60	6.9	16.5	14.9	32.4	29.3	2.39	10.6	89.4
61-94	9.2	14.1	14.6	31.9	30.2	2.40	18.0	82.0
				Sex				
Male	9.6	12.9	13.1	28.4	36.0	2.32	8.0	92.0
Female	8.4	13.4	14.8	27.7	35.7	2.31	10.1	89.9
				Education Level				
Less than 12th grade	6.8	10.0	11.5	31.6	40.1	2.12	16.8	83.2
High school diploma	6.8	12.1	12.5	28.9	39.7	2.18	8.4	91.6
Beyond high school, other than college	10.3	13.7	16.2	25.4	34.5	2.40	6.9	93.1
Some college	11.0	14.3	15.2	27.9	31.6	2.45	6.7	93.3
College degree	13.1	18.9	21.2	22.8	24.0	2.74	3.4	96.6
				Length of Residence in Tacoma District				
Less than 6 years	10.2	11.2	14.6	26.6	37.4	2.30	9.4	90.6
6-10 years	11.8	12.5	16.3	28.5	30.8	2.46	7.1	92.9
11-20 years	9.5	14.3	13.7	26.5	36.1	2.35	7.2	92.8
Over 20 years	8.1	13.5	13.6	28.8	36.0	2.29	9.1	90.9
				Ownership of Home				
Own	8.3	12.9	13.9	28.9	36.1	2.28	8.2	91.8
Rent	10.5	14.1	15.7	24.1	35.5	2.40	12.5	87.5
				Have Children in Tacoma Public Schools				
Yes	9.3	12.9	13.9	27.6	36.3	2.31	5.6	94.4
No	8.5	13.4	14.3	28.4	35.4	2.31	12.2	87.8
				Information about Schools				
Enough information	9.1	14.1	14.6	30.1	32.1	2.38	8.2	91.8
Not enough information	8.9	12.3	13.4	26.2	39.2	2.26	8.4	91.6
				Voice in Schools Operation				
Enough voice	6.8	12.7	16.1	32.4	31.9	2.30	8.7	91.3
Not enough voice	10.4	12.7	12.4	25.1	39.4	2.30	8.0	92.0
				Knowledge about Kind of Education Tacoma Provides				
Have knowledge	8.6	13.1	14.1	27.6	36.6	2.30	5.9	94.1
Lack knowledge	9.5	12.3	13.0	26.3	38.9	2.27	8.8	91.2
Undecided	8.5	13.6	15.5	30.6	31.9	2.36	11.2	88.8
				Administrative Salaries				
Too high - high	8.5	12.2	13.3	26.6	39.3	2.24	5.1	94.9
About right	9.1	12.4	16.3	27.4	34.8	2.34	7.9	92.1
Low - too low	19.4	19.4	4.8	32.3	24.2	2.77	3.1	96.9
Don't know - no response	8.4	13.8	14.6	29.5	33.7	2.34	14.6	85.4
				Teachers' Salaries				
Too high - high	8.2	9.4	10.9	25.4	46.0	2.09	4.4	95.6
About right	8.1	14.0	14.3	27.6	36.1	2.30	7.0	93.0
Low - too low	13.5	15.3	14.7	27.2	29.4	2.56	4.7	95.3
Don't know - no response	8.3	12.7	15.7	30.3	33.0	2.33	16.3	83.7

TABLE 71

Item 19. A set of rules for suitable dress and grooming for students should be established and enforced for the whole school district.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	41.8	29.3	6.1	12.7	10.2	3.80	5.6	94.4
Age								
16-20	25.8	19.7	9.1	13.6	31.8	2.94	1.5	98.5
21-30	39.5	23.0	6.7	14.0	16.8	3.54	3.1	96.9
31-40	45.7	28.1	5.1	13.1	7.9	3.91	2.7	97.3
41-50	46.2	25.8	5.4	13.5	9.1	3.86	3.7	96.3
51-60	41.1	36.0	5.4	11.2	6.3	3.94	5.9	94.1
61-94	37.7	38.9	7.2	10.6	5.6	3.93	12.4	87.6
Sex								
Male	41.3	28.2	5.9	13.0	11.6	3.75	4.8	95.2
Female	41.8	30.2	6.2	12.5	9.3	3.83	5.7	94.3
Education Level								
Less than 12th grade	40.7	32.5	6.7	11.4	8.7	3.85	9.4	90.6
High school diploma	45.1	30.5	5.0	11.6	7.8	3.94	5.0	95.0
Beyond high school, other than college	44.0	29.9	6.3	9.3	10.4	3.88	3.4	96.6
Some college	43.8	25.9	5.7	12.6	12.0	3.77	4.0	96.0
College degree	28.1	24.7	8.1	22.8	16.3	3.26	.9	99.1
Length of Residence in Tacoma District								
Less than 6 years	36.6	28.4	7.5	16.3	11.3	3.63	3.9	96.1
6-10 years	38.3	26.8	5.6	14.1	15.2	3.59	4.9	95.1
11-20 years	43.2	26.2	6.6	12.5	11.5	3.77	4.9	95.1
Over 20 years	44.8	30.8	5.3	11.0	8.0	3.93	5.5	94.5
Ownership of Home								
Own	43.6	30.4	5.5	12.0	8.5	3.89	4.5	95.5
Rent	35.6	25.5	8.0	15.1	15.9	3.50	7.1	92.9
Have Children in Tacoma Public Schools								
Yes	44.0	26.8	5.7	13.8	9.7	3.82	2.7	97.3
No	39.9	31.2	6.4	11.8	10.7	3.78	7.4	92.6
Information about Schools								
Enough information	38.7	31.5	6.9	14.4	8.4	3.78	4.6	95.4
Not enough information	44.2	27.7	5.2	11.1	11.7	3.82	4.2	95.8
Voice in Schools Operation								
Enough voice	37.9	33.2	7.3	14.8	6.8	3.81	5.1	94.9
Not enough voice	45.1	26.7	4.8	11.0	12.3	3.81	4.2	95.8
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	38.3	30.7	4.6	15.2	11.2	3.70	2.5	97.5
Lack knowledge	47.3	25.6	5.5	10.2	11.4	3.87	4.4	95.6
Undecided	40.4	31.6	8.1	12.2	7.7	3.85	7.9	92.1
Administrative Salaries								
Too high - high	46.3	28.2	4.9	11.3	9.3	3.91	2.8	97.2
About right	39.0	28.6	7.3	14.0	11.1	3.70	5.6	94.4
Low - too low	31.1	19.7	11.5	18.0	19.7	3.25	4.7	95.3
Don't know - no response	39.6	31.1	6.3	13.0	10.0	3.77	8.1	91.9
Teachers' Salaries								
Too high - high	52.7	26.5	5.5	6.2	9.1	4.08	3.0	97.0
About right	39.5	31.2	5.5	14.0	9.8	3.77	4.0	96.0
Low - too low	35.3	23.4	8.1	17.4	15.9	3.45	2.6	97.4
Don't know - no response	41.9	30.4	6.2	12.4	9.1	3.84	9.6	90.4

TABLE 72

Item 20. A set of rules for suitable dress and grooming for students should be established by the School Board for the whole school district.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly-Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	19.0	13.3	8.6	34.6	24.6	2.67	7.6	92.4
Age								
16-20	10.6	4.5	9.1	25.8	50.0	2.00	1.5	98.5
21-30	12.5	6.1	9.4	34.7	37.3	2.22	5.1	94.9
31-40	15.8	11.2	7.4	39.5	26.1	2.51	3.5	96.5
41-50	24.0	12.2	8.0	33.1	22.7	2.82	4.9	95.1
51-60	21.4	17.2	8.5	35.2	17.7	2.89	8.0	92.0
61-94	22.8	23.3	9.5	31.6	12.9	3.12	16.4	83.6
Sex								
Male	22.2	15.0	8.5	30.6	23.8	2.81	6.2	93.8
Female	16.8	12.4	8.6	36.9	25.3	2.58	8.0	92.0
Education Level								
Less than 12th grade	25.3	19.7	8.4	29.8	16.7	3.07	12.7	87.3
High school diploma	19.8	12.1	8.3	36.8	23.0	2.69	6.4	93.6
Beyond high school, other than college	17.9	12.9	10.1	34.7	24.4	2.65	5.3	94.7
Some college	15.8	11.0	8.6	35.4	29.2	2.49	6.5	93.5
College degree	9.5	7.6	8.2	36.9	37.9	2.14	1.9	98.1
Length of Residence in Tacoma District								
Less than 6 years	14.8	9.7	9.6	35.7	30.2	2.43	5.5	94.5
6-10 years	14.2	10.1	8.2	37.3	30.2	2.41	5.3	94.7
11-20 years	16.4	12.2	9.1	33.0	29.3	2.54	6.0	94.0
Over 20 years	22.6	15.8	8.0	33.2	20.3	2.87	8.0	92.0
Ownership of Home								
Own	19.7	14.2	8.0	35.0	23.0	2.73	6.8	93.2
Rent	16.5	10.4	9.9	32.7	30.5	2.50	8.6	91.4
Have Children in Tacoma Public Schools								
Yes	17.2	11.3	8.5	37.0	26.0	2.57	4.1	95.9
No	20.3	14.9	8.7	32.5	23.6	2.76	9.8	90.2
Information about Schools								
Enough information	18.3	14.6	9.3	37.0	20.8	2.73	6.7	93.3
Not enough information	19.6	12.3	7.7	32.6	27.8	2.63	5.7	94.3
Voice in Schools Operation								
Enough voice	18.5	15.0	10.0	38.1	18.3	2.77	7.2	92.8
Not enough voice	19.9	12.2	7.0	32.2	28.7	2.62	5.4	94.6
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	16.9	12.4	7.0	37.2	26.5	2.56	3.3	96.7
Lack knowledge	21.3	12.3	8.8	31.1	26.4	2.71	5.8	94.2
Undecided	19.3	15.0	10.4	34.8	20.5	2.78	10.8	89.2
Administrative Salaries								
Too high - high	21.5	11.7	7.4	34.4	25.0	2.70	4.0	96.0
About right	18.2	15.4	8.7	32.4	25.3	2.69	7.5	92.5
Low - too low	16.1	14.5	14.5	27.4	27.4	2.65	3.1	96.9
Don't know - no response	17.1	13.5	9.4	36.4	23.7	2.64	11.0	89.0
Teachers' Salaries								
Too high - high	25.5	15.4	6.9	29.4	22.8	2.91	5.6	94.4
About right	18.1	13.5	8.6	35.6	24.3	2.66	5.6	94.4
Low - too low	13.2	8.4	8.4	34.4	35.6	2.29	2.6	97.4
Don't know - no response	19.2	13.8	9.4	35.9	21.7	2.73	12.5	87.5

TABLE 73

Item 21. A set of rules for suitable dress and grooming for students should be developed by a representative group of students, parents, teachers, and school administrators for the whole school district.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	37.5	34.1	5.8	11.6	11.0	3.75	6.6	93.4
Age								
16-20	45.5	24.2	6.1	12.1	12.1	3.79	1.5	98.5
21-30	46.1	30.3	4.3	8.3	11.0	3.92	3.3	96.7
31-40	39.7	34.1	5.6	11.1	9.5	3.84	4.4	95.6
41-50	35.4	31.6	7.1	13.1	12.8	3.64	4.6	95.4
51-60	35.1	36.9	5.4	12.2	10.4	3.74	6.5	93.5
61-94	29.3	42.5	6.1	12.2	9.9	3.69	13.6	86.4
Sex								
Male	33.4	32.7	5.8	13.5	14.6	3.57	4.9	95.1
Female	39.9	35.2	5.7	10.4	8.9	3.87	7.2	92.8
Education Level								
Less than 12th grade	34.0	35.4	6.7	12.5	11.4	3.68	13.3	86.7
High school diploma	37.5	34.9	5.4	12.2	10.1	3.78	5.0	95.0
Beyond high school, other than college	41.7	34.9	4.2	7.6	11.5	3.88	5.8	94.2
Some college	42.9	31.0	6.3	10.0	9.8	3.87	3.0	97.0
College degree	31.7	34.2	6.6	14.1	13.5	3.56	1.2	98.8
Length of Residence in Tacoma District								
Less than 6 years	40.5	34.3	6.4	9.6	9.2	3.87	4.4	95.6
6-10 years	43.5	28.6	5.2	11.2	11.5	3.81	4.9	95.1
11-20 years	37.1	34.0	5.8	12.0	11.0	3.74	6.0	94.0
Over 20 years	35.3	34.5	5.6	12.6	12.1	3.68	6.6	93.4
Ownership of Home								
Own	37.1	34.7	5.5	12.2	10.5	3.76	5.5	94.5
Rent	38.8	31.7	6.6	9.7	13.2	3.73	8.3	91.7
Have Children in Tacoma Public Schools								
Yes	39.1	33.3	5.6	11.5	10.5	3.79	3.4	96.6
No	36.2	34.7	5.9	11.7	11.5	3.72	8.8	91.2
Information about Schools								
Enough information	36.0	35.4	6.9	12.3	9.4	3.76	5.6	94.4
Not enough information	38.9	32.6	5.0	11.0	12.4	3.75	5.3	94.7
Voice in Schools Operation								
Enough voice	36.0	37.0	7.0	12.5	7.5	3.82	5.9	94.1
Not enough voice	38.5	31.6	5.0	11.3	13.6	3.70	5.0	95.0
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	36.9	34.6	4.5	12.5	11.5	3.73	3.8	96.2
Lack knowledge	39.5	30.4	5.7	11.7	12.6	3.72	5.1	94.9
Undecided	36.3	37.5	7.4	10.3	8.5	3.83	8.8	91.2
Administrative Salaries								
Too high - high	35.3	33.5	5.6	12.1	13.6	3.65	3.6	96.4
About right	37.0	34.4	6.3	12.7	9.7	3.76	5.7	94.3
Low - too low	40.0	28.3	11.7	13.3	6.7	3.82	6.2	93.8
Don't know - no response	39.8	34.9	5.3	10.5	9.5	3.85	9.8	90.2
Teachers' Salaries								
Too high - high	34.5	29.4	6.8	14.1	15.3	3.54	4.6	95.4
About right	35.2	35.7	6.0	12.2	10.8	3.72	4.6	95.4
Low - too low	40.8	32.6	5.7	10.0	10.9	3.83	3.5	96.5
Don't know - no response	40.6	35.0	4.8	10.3	9.3	3.87	11.0	89.0

TABLE 74

Item 22. The Tacoma Public Schools should permit students to participate in making their own rules for their school behavior.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	12.4	31.2	7.5	22.2	26.8	2.80	5.1	94.9
Age								
16-20	40.0	32.3	4.6	13.8	9.2	3.80	3.0	97.0
21-30	20.9	37.0	8.1	16.1	17.9	3.27	3.1	96.9
31-40	11.8	33.9	8.9	20.1	25.2	2.87	2.3	97.7
41-50	9.5	30.2	7.3	22.9	30.0	2.66	2.9	97.1
51-60	8.8	32.1	4.5	24.3	30.3	2.65	5.9	94.1
61-94	7.3	23.0	9.1	28.7	31.9	2.45	10.9	89.1
Sex								
Male	11.7	30.0	5.4	23.7	29.3	2.71	4.2	95.8
Female	12.8	32.2	8.8	21.1	25.1	2.87	5.3	94.7
Education Level								
Less than 12th grade	8.1	21.3	8.1	28.5	34.1	2.41	10.8	89.2
High school diploma	10.8	30.6	6.8	23.2	28.6	2.72	4.0	96.0
Beyond high school, other than college	14.3	33.3	9.6	19.0	23.7	2.96	3.7	96.3
Some college	17.0	36.0	6.8	17.6	22.6	3.07	2.4	97.6
College degree	16.1	41.9	8.1	17.1	16.8	3.24	.3	99.7
Length of Residence in Tacoma District								
Less than 6 years	19.7	32.0	7.4	18.9	22.0	3.09	2.8	97.2
6-10 years	16.4	37.2	8.6	19.7	18.2	3.14	4.9	95.1
11-20 years	11.6	33.2	7.1	21.2	26.9	2.82	4.3	95.7
Over 20 years	8.8	29.2	7.2	24.6	30.2	2.62	4.9	95.1
Ownership of Home								
Own	10.2	31.9	6.9	22.6	28.5	2.73	4.1	95.9
Rent	19.7	30.0	9.9	18.9	21.5	3.08	6.6	93.4
Have Children in Tacoma Public Schools								
Yes	12.1	33.5	8.0	20.8	25.6	2.86	2.7	97.3
No	12.7	29.5	7.0	23.4	27.5	2 77	6.5	93.5
Information about Schools								
Enough information	10.4	33.5	8.8	23.4	23.8	2.83	4.0	96.0
Not enough information	14.2	29.6	6.2	21.2	28.8	2.79	4.2	95.8
Voice in Schools Operation								
Enough voice	10.5	34.3	9.0	22.7	23.5	2.86	4.2	95.8
Not enough voice	13.4	29.8	6.3	21.3	29.3	2.77	4.0	96.0
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	12.3	36.2	5.5	21.0	24.9	2.90	2.2	97.8
Lack knowledge	13.1	29.5	7.2	21.6	28.6	2.77	3.7	96.3
Undecided	11.8	27.5	10.1	24.1	26.6	2.74	7.2	92.8
Administrative Salaries								
Too high - high	9.6	32.2	6.0	21.2	31.0	2.68	2.6	97.4
About right	12.4	31.7	7.7	22.3	25.9	2.83	3.9	96.1
Low - too low	19.4	29.0	6.5	16.1	29.0	2.94	3.1	96.9
Don't know - no response	14.7	30.0	9.0	23.3	23.1	2.90	8.1	91.9
Teachers' Salaries								
Too high - high	8.7	23.1	5.5	24.3	38.5	2.39	3.7	96.3
About right	10.9	33.8	7.5	21.9	25.9	2.82	3.0	97.0
Low - too low	20.7	39.8	5.7	15.9	18.0	3.29	2.6	97.4
Don't know - no response	12.9	28.4	9.1	23.9	25.7	2.79	9.0	91.0

TABLE 75

Item 23. The Tacoma Public Schools should allow high school students the freedom to go where they choose (including off the school grounds) when they are not scheduled for a class.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	7.7	13.1	8.4	30.4	40.4	2.17	5.9	94.1
Age								
16-20	43.1	21.5	6.2	15.4	13.8	3.65	3.0	97.0
21-30	13.3	20.5	12.3	22.4	31.5	2.62	3.6	96.4
31-40	5.0	11.4	10.0	29.3	44.4	2.03	3.3	96.7
41-50	5.9	12.7	6.6	29.5	45.3	2.05	3.9	96.1
51-60	4.8	10.6	6.6	36.0	42.1	2.00	6.5	93.5
61-94	4.6	7.8	5.8	41.5	40.3	1.95	12.0	88.0
Sex								
Male	8.1	16.8	8.1	31.7	35.3	2.31	5.4	94.6
Female	7.5	11.0	8.5	29.8	43.1	2.10	5.8	94.2
Education Level								
Less than 12th grade	6.8	10.9	7.2	37.0	38.1	2.11	10.7	89.3
High school diploma	6.8	14.2	9.0	28.4	41.6	2.16	5.5	94.5
Beyond high school, other than college	8.8	11.0	8.0	28.0	44.2	2.12	3.4	96.6
Some college	10.0	13.4	9.2	26.1	41.3	2.25	3.2	96.8
College degree	7.2	16.6	8.2	32.9	35.1	2.28	1.2	98.8
Length of Residence in Tacoma District								
Less than 6 years	8.9	15.9	11.2	27.3	36.8	2.33	4.8	95.2
6-10 years	8.5	16.3	11.5	28.1	35.6	2.34	4.6	95.4
11-20 years	11.4	11.4	6.7	30.1	40.4	2.23	4.1	95.9
Over 20 years	6.1	10.9	6.8	33.6	42.6	2.04	5.5	94.5
Ownership of Home								
Own	5.7	11.8	7.4	31.9	43.2	2.05	4.9	95.1
Rent	14.6	17.1	11.9	25.2	31.2	2.59	7.2	92.8
Have Children in Tacoma Public Schools								
Yes	6.4	11.7	9.3	28.7	43.9	2.08	3.2	96.8
No	8.9	14.3	7.6	31.9	37.2	2.26	7.6	92.4
Information about Schools								
Enough information	6.6	14.0	8.2	32.9	38.3	2.18	5.2	94.8
Not enough information	8.5	12.7	8.4	28.1	42.3	2.17	4.3	95.7
Voice in Schools Operation								
Enough voice	5.8	14.0	8.9	34.6	36.6	2.18	5.3	94.7
Not enough voice	8.9	12.6	7.6	27.0	43.9	2.16	4.2	95.8
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	8.0	13.1	7.2	31.0	40.7	2.17	3.5	96.5
Lack knowledge	7.7	12.8	7.8	27.4	44.4	2.12	4.2	95.8
Undecided	7.3	13.6	10.5	32.5	36.1	2.24	7.3	92.7
Administrative Salaries								
Too high - high	6.4	12.2	5.7	26.9	48.8	2.00	2.3	97.7
About right	7.8	14.2	10.0	31.8	36.2	2.26	5.4	94.6
Low - too low	11.3	21.0	6.5	25.8	35.5	2.47	3.1	96.9
Don't know - no response	8.7	12.9	10.3	33.2	34.9	2.27	9.4	90.6
Teachers' Salaries								
Too high - high	7.4	10.2	5.9	23.3	53.2	1.95	2.5	97.5
About right	7.0	13.3	7.4	33.2	39.0	2.16	4.6	95.4
Low - too low	12.1	17.9	8.5	24.4	37.1	2.44	.9	99.1
Don't know - no response	7.0	12.3	10.8	32.7	37.3	2.19	10.6	89.4

TABLE 76

Item 24. Every public school in Tacoma should provide each student the kinds of instruction which best fit his interests and abilities.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	32.0	40.2	10.1	12.7	4.9	3.82	7.3	92.7
Age								
16-20	57.8	29.7	7.8	4.7	0.0	4.41	4.5	95.5
21-30	41.5	36.6	10.9	8.0	2.9	4.06	5.8	94.2
31-40	31.7	38.1	11.8	12.8	5.6	3.78	3.5	96.5
41-50	32.1	38.4	9.2	14.3	6.0	3.76	4.8	95.2
51-60	25.5	41.6	9.4	15.9	7.6	3.62	8.0	92.0
61-94	24.6	50.0	8.7	13.4	3.3	3.79	13.6	86.4
Sex								
Male	28.5	40.1	8.8	15.6	7.0	3.68	6.7	93.3
Female	34.2	40.4	10.9	10.8	3.7	3.91	7.3	92.7
Education Level								
Less than 12th grade	33.6	44.2	8.7	9.9	3.5	3.95	11.4	88.6
High school diploma	30.0	41.9	10.7	12.2	5.2	3.79	6.1	93.9
Beyond high school, other than college	33.0	36.4	11.5	14.0	5.2	3.78	7.4	92.6
Some college	34.5	36.7	9.8	14.5	4.5	3.82	5.2	94.8
College degree	31.8	37.6	9.2	14.0	7.3	3.73	2.8	97.2
Length of Residence in Tacoma District								
Less than 6 years	36.3	38.1	9.9	10.5	5.2	3.90	5.2	94.8
6-10 years	33.7	40.2	11.0	12.5	2.7	3.90	6.7	93.3
11-20 years	33.0	42.2	9.8	11.1	4.0	3.89	6.6	93.4
Over 20 years	29.3	41.4	9.9	14.0	5.5	3.75	7.4	92.6
Ownership of Home								
Own	29.9	40.7	10.3	13.5	5.6	3.76	6.0	94.0
Rent	39.7	38.1	9.5	9.7	3.0	4.02	9.6	90.4
Have Children in Tacoma Public Schools								
Yes	32.7	39.7	11.4	11.5	4.8	3.84	4.3	95.7
No	31.6	40.7	9.1	13.5	5.0	3.80	9.2	90.8
Information about Schools								
Enough information	31.2	42.8	10.0	12.3	3.7	3.86	6.6	93.4
Not enough information	33.0	38.1	10.1	12.8	5.9	3.80	6.0	94.0
Voice in Schools Operation								
Enough voice	29.2	43.3	11.3	13.4	2.9	3.82	6.9	93.1
Not enough voice	34.0	38.3	9.1	12.3	6.3	3.82	5.8	94.2
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	33.8	38.8	8.6	13.9	4.9	3.83	5.0	95.0
Lack knowledge	32.6	40.4	9.5	11.8	5.7	3.82	6.7	93.3
Undecided	29.5	41.7	12.5	12.1	4.3	3.80	7.8	92.2
Administrative Salaries								
Too high - high	27.9	38.6	9.8	16.2	7.4	3.63	5.4	94.6
About right	35.0	40.4	9.4	10.9	4.3	3.91	5.6	94.4
Low - too low	45.2	40.3	6.5	4.8	3.2	4.19	3.1	96.9
Don't know - no response	33.4	41.6	11.1	10.8	3.1	3.92	10.1	89.9
Teachers' Salaries								
Too high - high	29.1	36.3	8.1	17.5	8.9	3.59	6.2	93.8
About right	30.4	40.7	10.5	13.4	4.9	3.78	5.2	94.8
Low - too low	41.0	38.0	9.0	8.4	3.6	4.04	3.2	96.8
Don't know - no response	31.9	42.5	10.9	11.1	3.6	3.88	11.6	88.4

TABLE 77

Item 25. Within a grade level, the instruction should be the same in every public school in Tacoma.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	30.1	43.8	8.7	11.9	5.4	3.81	6.9	93.1
Age								
16-20	29.5	27.9	19.7	14.8	8.2	3.56	9.0	91.0
21-30	27.2	37.5	11.3	15.5	8.5	3.59	7.2	92.8
31-40	30.2	39.1	7.5	14.7	8.5	3.70	4.4	95.6
41-50	31.7	39.8	10.0	12.5	6.0	3.79	4.6	95.4
51-60	33.3	51.1	5.2	8.8	1.6	4.06	6.5	93.5
61-94	28.5	57.2	7.1	5.9	1.4	4.06	10.9	89.1
Sex								
Male	30.2	47.4	7.3	10.4	4.7	3.88	6.0	94.0
Female	30.0	41.8	9.4	12.8	6.0	3.77	7.1	92.9
Education Level								
Less than 12th grade	33.6	44.2	8.7	9.9	3.5	3.95	11.4	88.6
High school diploma	30.9	44.5	8.5	11.4	4.7	3.85	5.5	94.5
Beyond high school, other than college	34.8	40.4	9.0	10.7	5.1	3.89	5.6	94.4
Some college	31.9	40.6	10.0	12.8	4.7	3.82	5.0	95.0
College degree	17.9	33.2	8.9	24.0	16.0	3.13	3.1	96.9
Length of Residence in Tacoma District								
Less than 6 years	28.8	38.9	8.7	14.6	9.1	3.64	6.6	93.4
6-10 years	21.7	41.4	10.6	16.7	9.5	3.49	7.1	92.9
11-20 years	30.1	43.7	8.4	14.9	2.9	3.83	6.8	93.2
Over 20 years	32.4	46.5	7.9	9.3	4.0	3.94	6.0	94.0
Ownership of Home								
Own	30.2	44.8	8.1	11.9	5.1	3.83	5.4	94.6
Rent	30.4	39.7	11.0	11.9	7.0	3.75	9.6	90.4
Have Children in Tacoma Public Schools								
Yes	29.5	39.9	10.1	13.9	6.7	3.71	4.3	95.7
No	30.7	47.3	7.4	10.2	4.5	3.90	8.5	91.5
Information about Schools								
Enough information	26.2	47.7	8.9	12.8	4.5	3.78	6.3	93.7
Not enough information	32.9	41.0	8.3	11.5	6.3	3.83	5.3	94.7
Voice in Schools Operation								
Enough voice	24.2	49.8	8.5	13.1	4.4	3.76	6.2	93.8
Not enough voice	34.0	40.1	8.6	11.3	5.9	3.85	5.4	94.6
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	28.4	42.7	8.1	14.2	6.7	3.72	3.9	96.1
Lack knowledge	34.7	40.5	7.2	12.0	5.6	3.87	6.2	93.8
Undecided	27.7	49.0	10.7	8.9	3.8	3.88	8.3	91.7
Administrative Salaries								
Too high - high	32.7	42.9	7.3	11.4	5.7	3.85	3.1	96.9
About right	27.6	46.4	9.2	11.2	5.6	3.79	6.2	93.8
Low - too low	26.7	30.0	11.7	16.7	15.0	3.37	6.2	93.8
Don't know - no response	29.3	44.1	9.5	12.6	4.5	3.81	10.6	[illegible]
Teachers' Salaries								
Too high - high	38.0	43.8	5.5	9.1	3.6	4.04	3.2	96.8
About right	27.4	45.6	8.4	13.2	5.4	3.76	4.5	95.5
Low - too low	25.9	34.9	10.3	17.8	11.2	3.46	6.4	93.6
Don't know - no response	31.4	45.0	9.8	9.5	4.3	3.90	11.4	88.6

TABLE 78

Item 26. The Tacoma Public Schools should keep their buildings open "after school hours" for the students and other community members to use.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	15.7	32.4	18.6	22.6	10.6	3.20	9.9	90.1
Age								
16-20	25.0	28.3	18.3	18.3	10.0	3.40	10.4	89.6
21-30	17.2	38.0	19.6	17.4	7.7	3.40	6.5	93.5
31-40	21.7	30.4	18.6	20.1	9.1	3.36	6.9	93.1
41-50	16.0	34.0	18.2	21.0	10.8	3.23	7.4	92.6
51-60	12.6	31.1	17.8	26.0	12.4	3.06	9.7	90.3
61-94	9.2	27.4	20.2	29.7	13.5	2.89	18.7	81.3
Sex								
Male	17.0	31.9	14.7	24.7	11.7	3.18	8.2	91.8
Female	15.0	32.9	21.0	21.2	9.9	3.22	10.5	89.5
Education Level								
Less than 12th grade	12.0	25.0	15.9	31.1	15.9	2.86	15.4	84.6
High school diploma	13.6	31.5	20.1	23.5	11.4	3.12	8.9	91.1
Beyond high school, other than college	18.6	30.2	21.8	21.8	7.6	3.31	8.7	91.3
Some college	18.8	36.1	19.0	17.5	8.5	3.39	7.7	92.3
College degree	21.7	44.9	15.9	12.4	5.1	3.66	2.8	97.2
Length of Residence in Tacoma District								
Less than 6 years	16.8	33.7	19.2	19.8	10.4	3.27	8.1	91.9
6-10 years	20.7	29.3	16.8	21.9	11.3	3.26	9.5	90.5
11-20 years	15.6	34.7	18.4	22.4	8.9	3.26	7.8	92.2
Over 20 years	14.2	31.9	19.3	23.6	11.0	3.15	10.0	90.0
Ownership of Home								
Own	15.8	33.0	17.5	23.0	10.7	3.20	9.0	91.0
Rent	15.8	30.8	22.3	20.4	10.6	3.21	11.5	88.5
Have Children in Tacoma Public Schools								
Yes	19.0	32.3	18.3	21.2	9.2	3.31	6.3	93.7
No	12.8	32.3	19.1	24.0	11.8	3.10	12.3	87.7
Information about Schools								
Enough information	13.8	34.6	18.5	22.9	10.2	3.19	8.5	91.5
Not enough information	17.6	31.0	18.5	22.2	10.8	3.22	8.2	91.8
Voice in Schools Operation								
Enough voice	11.7	33.0	21.4	23.8	10.1	3.12	9.5	90.5
Not enough voice	18.7	31.7	16.3	21.8	11.5	3.24	7.6	92.4
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	17.0	36.1	15.7	21.0	10.2	3.29	6.0	94.0
Lack knowledge	18.3	29.5	19.0	21.4	11.8	3.21	9.6	90.4
Undecided	12.0	31.1	21.7	25.6	9.6	3.10	11.6	88.4
Administrative Salaries								
Too high - high	17.2	33.3	17.0	21.0	11.4	3.24	5.9	94.1
About right	15.1	34.0	18.8	22.6	9.5	3.23	6.7	93.3
Low - too low	38.3	31.7	5.0	15.0	10.0	3.73	6.2	93.8
Don't know - no response	13.3	30.7	21.0	24.5	10.5	3.12	15.3	84.7
Teachers' Salaries								
Too high - high	16.3	26.4	17.5	23.2	14.6	3.05	6.2	93.8
About right	15.8	35.3	18.5	20.5	9.9	3.27	6.3	93.7
Low - too low	23.9	29.9	13.5	15.7	6.9	3.58	7.3	92.7
Don't know - no response	12.2	28.8	21.3	26.7	11.1	3.04	16.6	83.4

TABLE 79

Item 27. The community should provide the money to make the school facilities available to students and other community members "after school hours."

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	10.3	25.5	19.4	27.4	17.4	2.84	11.0	89.0
Age								
16-20	14.8	27.9	19.7	19.7	18.0	3.02	9.0	91.0
21-30	9.6	26.3	23.7	23.1	17.3	2.88	8.7	91.3
31-40	13.7	28.0	19.2	24.2	14.9	3.01	8.5	91.5
41-50	10.5	27.9	19.4	25.2	17.0	2.90	7.6	92.4
51-60	10.0	21.7	17.9	33.3	17.1	2.74	11.2	88.8
61-94	8.0	22.1	17.0	33.3	19.5	2.66	19.1	80.9
Sex								
Male	11.9	25.7	15.3	28.1	19.0	2.83	8.1	91.9
Female	9.4	25.3	21.9	27.0	16.3	2.84	12.2	87.8
Education Level								
Less than 12th grade	7.8	16.5	16.5	35.9	23.2	2.50	17.5	82.5
High school diploma	8.8	24.0	19.8	29.1	18.3	2.76	10.0	90.0
Beyond high school, other than college	12.3	23.1	21.9	28.1	14.6	2.90	9.3	90.7
Some college	11.1	29.4	21.2	23.2	15.0	2.98	8.7	91.3
College degree	16.5	43.2	18.1	13.0	9.2	3.45	2.5	97.5
Length of Residence in Tacoma District								
Less than 6 years	10.5	30.1	18.8	24.2	16.4	2.94	8.8	91.2
6-10 years	13.2	28.8	19.6	24.8	13.6	3.03	11.7	88.3
11-20 years	9.9	26.8	19.7	28.1	15.6	2.88	9.7	90.3
Over 20 years	9.7	23.2	19.7	29.0	18.4	2.77	10.7	89.3
Ownership of Home								
Own	9.9	24.8	18.7	28.6	18.1	2.80	9.8	90.2
Rent	12.2	27.8	21.6	23.0	15.5	2.98	13.3	86.7
Have Children in Tacoma Public Schools								
Yes	11.5	26.9	20.8	25.6	15.2	2.94	7.7	92.3
No	9.3	24.1	18.3	29.0	19.3	2.75	13.1	86.9
Information about Schools								
Enough information	10.7	28.3	18.9	26.8	15.3	2.92	9.1	90.9
Not enough information	10.3	23.4	19.6	27.9	18.8	2.78	9.9	90.1
Voice in Schools Operation								
Enough voice	9.3	25.8	21.4	28.8	14.8	2.86	10.5	89.5
Not enough voice	11.6	24.8	17.3	26.9	19.3	2.83	9.1	90.9
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	11.4	29.7	16.1	26.2	16.7	2.93	6.8	93.2
Lack knowledge	10.6	22.7	19.0	28.0	19.7	2.76	11.6	88.4
Undecided	9.1	23.1	23.7	28.2	15.8	2.82	12.2	87.8
Administrative Salaries								
Too high - high	8.9	24.7	16.4	28.4	21.6	2.71	6.1	93.9
About right	12.0	24.9	19.9	29.2	14.1	2.91	8.5	91.5
Low - too low	36.2	32.8	6.9	17.2	6.9	3.74	9.4	90.6
Don't know - no response	9.3	26.1	22.9	26.1	15.7	2.87	16.7	83.3
Teachers' Salaries								
Too high - high	7.4	16.7	18.4	27.0	30.5	2.44	5.8	94.2
About right	9.6	27.5	18.0	29.4	15.6	2.86	7.6	92.4
Low - too low	19.0	33.4	19.3	18.6	9.6	3.33	9.3	90.7
Don't know - no response	9.5	24.2	21.6	28.6	16.1	2.82	17.8	82.2

TABLE 80

Item 28. The elementary school physical education program is good.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	12.9	55.4	15.7	10.0	6.0	3.59	34.9	65.1
Age								
16-20	31.9	44.7	12.8	4.3	6.4	3.92	29.8	70.2
21-30	16.1	45.2	19.3	11.0	8.4	3.50	40.5	59.5
31-40	14.1	53.6	10.9	12.1	9.2	3.51	20.6	79.4
41-50	11.6	58.0	14.3	10.5	5.5	3.60	26.8	73.2
51-60	8.0	59.1	18.9	9.8	4.2	3.57	39.5	60.5
61-94	12.7	63.8	17.3	5.0	1.2	3.82	47.3	52.7
Sex								
Male	10.0	52.2	21.0	10.6	6.1	3.49	36.2	63.8
Female	14.6	56.9	12.8	9.7	6.0	3.65	33.6	66.4
Education Level								
Less than 12th grade	16.9	58.8	13.2	6.9	4.2	3.78	36.0	64.0
High school diploma	12.4	57.6	14.4	9.6	6.0	3.61	32.2	67.8
Beyond high school, other than college	16.4	54.4	17.2	9.2	2.8	3.72	33.7	66.3
Some college	8.9	51.2	19.5	12.9	7.6	3.41	38.8	61.2
College degree	9.0	48.2	17.1	14.9	10.8	3.30	31.3	68.7
Length of Residence in Tacoma District								
Less than 6 years	13.6	47.0	18.2	13.9	7.3	3.46	39.2	60.8
6-10 years	10.0	52.0	16.5	12.0	9.5	3.41	29.3	70.7
11-20 years	16.0	60.1	12.6	7.0	4.2	3.77	30.6	69.4
Over 20 years	12.0	58.1	15.6	9.4	4.9	3.63	33.7	66.3
Ownership of Home								
Own	12.4	56.5	15.1	10.0	5.9	3.60	33.5	66.5
Rent	14.8	50.7	18.2	10.2	6.1	3.58	37.9	62.1
Have Children in Tacoma Public Schools								
Yes	13.0	58.0	11.2	10.4	7.3	3.59	18.9	81.1
No	12.8	52.0	21.4	9.3	4.5	3.59	47.3	52.7
Information about Schools								
Enough information	13.7	62.7	11.7	8.0	3.9	3.74	28.6	71.4
Not enough information	12.3	48.5	19.3	11.9	8.0	3.45	36.6	63.4
Voice in Schools Operation								
Enough voice	14.5	63.5	12.0	7.4	2.6	3.80	32.5	67.5
Not enough voice	11.8	50.4	17.4	11.9	8.6	3.45	32.4	67.6
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	12.7	60.6	9.4	10.6	6.6	3.62	19.9	80.1
Lack knowledge	12.0	47.0	21.3	12.4	7.2	3.44	44.7	55.3
Undecided	14.0	55.7	20.0	6.4	3.9	3.70	38.7	61.3
Administrative Salaries								
Too high - high	8.8	56.0	14.9	12.6	7.7	3.46	26.7	73.3
About right	15.9	59.0	13.0	8.2	3.9	3.75	28.1	71.9
Low - too low	15.9	52.3	13.6	13.6	4.5	3.61	31.2	68.8
Don't know - no response	15.6	52.3	18.8	7.8	5.6	3.65	46.0	54.0
Teachers' Salaries								
Too high - high	10.5	54.1	16.2	10.8	8.4	3.47	31.5	68.5
About right	10.7	60.7	12.7	10.2	5.6	3.61	27.5	72.5
Low - too low	14.2	47.4	17.4	13.0	7.9	3.47	26.2	73.8
Don't know - no response	17.2	51.6	19.4	7.5	4.3	3.70	48.1	51.9

TABLE 81

Item 29. The junior high school physical education program is good.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	12.3	59.4	16.8	7.8	3.8	3.69	37.2	62.8
Age								
16-20	26.4	60.4	3.8	7.5	1.9	4.02	20.9	79.1
21-30	17.2	49.3	22.3	7.8	3.4	3.69	49.2	50.8
31-40	14.4	58.5	13.8	9.2	4.1	3.70	28.9	71.1
41-50	10.0	62.6	14.3	8.3	4.8	3.65	25.8	74.2
51-60	8.1	64.4	16.4	6.7	4.4	3.65	37.0	63.0
61-94	11.6	60.7	20.6	5.6	1.5	3.75	45.8	54.2
Sex								
Male	10.6	55.8	21.3	7.8	4.4	3.60	35.2	64.8
Female	13.2	61.6	14.2	7.7	3.3	3.74	37.7	62.3
Education Level								
Less than 12th grade	16.4	60.8	14.3	5.5	3.1	3.82	39.7	60.3
High school diploma	12.9	60.8	15.6	7.2	3.4	3.73	33.4	66.6
Beyond high school, other than college	12.8	54.1	20.7	8.3	4.1	3.63	35.8	64.2
Some college	8.3	60.0	18.6	9.3	3.8	3.60	41.4	58.6
College degree	8.3	58.1	17.5	11.5	4.6	3.54	32.8	67.2
Length of Residence in Tacoma District								
Less than 6 years	11.0	51.1	22.7	10.3	5.0	3.53	48.1	51.9
6-10 years	9.9	60.2	17.5	9.4	2.9	3.65	39.6	60.4
11-20 years	15.4	62.6	11.3	8.5	2.2	3.81	29.0	71.0
Over 20 years	11.6	61.7	16.7	6.4	3.7	3.71	33.1	66.9
Ownership of Home								
Own	11.6	60.6	16.7	7.4	3.7	3.69	35.1	64.9
Rent	15.1	54.5	17.4	9.1	3.9	3.68	41.9	58.1
Have Children in Tacoma Public Schools								
Yes	11.4	61.3	13.9	8.5	4.9	3.66	27.2	72.8
No	13.2	57.1	19.9	7.1	2.5	3.71	44.7	55.3
Information about Schools								
Enough information	13.1	65.1	12.6	6.9	2.2	3.80	30.6	69.4
Not enough information	11.2	54.0	20.7	8.9	5.2	3.57	39.1	60.9
Voice in Schools Operation								
Enough voice	14.1	66.0	12.4	6.0	1.4	3.85	34.8	65.2
Not enough voice	10.8	55.6	19.0	9.1	5.5	3.57	34.5	65.5
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	12.9	63.8	10.9	8.1	4.3	3.73	22.4	77.6
Lack knowledge	10.2	57.3	20.1	8.5	3.9	3.61	46.4	53.6
Undecided	13.4	54.6	22.8	6.3	2.9	3.69	41.1	58.9
Administrative Salaries								
Too high - high	8.2	61.4	16.8	8.1	5.5	3.59	29.8	70.2
About right	16.0	62.7	12.4	7.3	1.6	3.84	28.5	71.5
Low - too low	13.3	51.1	15.6	15.6	4.4	3.53	29.7	70.3
Don't know - no response	14.5	55.0	20.1	7.2	3.2	3.71	48.7	51.3
Teachers' Salaries								
Too high - high	7.8	56.1	19.7	9.9	6.5	3.49	31.9	68.1
About right	11.2	65.5	13.4	6.4	3.5	3.74	29.4	70.6
Low - too low	14.0	54.7	16.5	11.9	2.9	3.65	29.1	70.9
Don't know - no response	16.2	53.5	20.6	6.7	2.9	3.73	51.3	48.7

TABLE 82

Item 30. The senior high school physical education program is good.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	13.2	55.4	17.3	8.2	5.9	3.62	39.7	60.3
Age								
16-20	25.0	50.0	5.4	16.1	3.6	3.77	16.4	83.6
21-30	16.6	46.1	21.1	8.8	7.5	3.56	47.2	52.8
31-40	13.3	54.2	17.2	10.1	5.2	3.60	40.7	59.3
41-50	12.7	55.7	16.2	7.9	7.6	3.58	29.3	70.7
51-60	9.0	61.5	16.4	7.4	5.7	3.61	36.8	63.2
61-94	12.9	62.4	17.1	5.3	2.3	3.78	46.6	53.4
Sex								
Male	13.1	51.1	20.6	8.3	7.1	3.55	36.3	63.7
Female	12.9	58.4	15.5	8.2	5.0	3.66	41.2	58.8
Education Level								
Less than 12th grade	16.1	58.9	14.7	6.5	3.7	3.77	44.7	55.3
High school diploma	14.5	57.7	15.2	6.4	6.2	3.68	35.0	65.0
Beyond high school, other than college	12.7	50.8	21.2	8.9	6.4	3.55	37.4	62.6
Some college	9.1	55.9	20.6	8.7	5.6	3.54	42.2	57.8
College degree	10.0	48.3	18.9	15.4	7.5	3.38	37.8	62.2
Length of Residence in Tacoma District								
Less than 6 years	12.4	47.0	25.7	8.4	6.4	3.51	54.1	45.9
6-10 years	12.9	52.8	18.4	11.0	4.9	3.58	42.4	57.6
11-20 years	15.0	56.8	13.1	10.0	5.0	3.67	30.0	70.0
Over 20 years	12.2	59.0	16.2	7.2	5.4	3.65	34.4	65.6
Ownership of Home								
Own	12.5	56.8	16.9	7.7	6.0	3.62	38.2	61.8
Rent	15.9	50.0	18.8	10.3	5.0	3.61	43.0	57.0
Have Children in Tacoma Public Schools								
Yes	12.1	55.6	16.0	9.2	7.1	3.56	34.6	65.4
No	14.1	55.3	18.5	7.4	4.6	3.67	43.2	56.8
Information about Schools								
Enough information	13.1	61.6	13.6	8.1	3.7	3.72	33.5	66.5
Not enough information	12.9	49.8	20.6	8.6	8.1	3.51	41.6	58.4
Voice in Schools Operation								
Enough voice	13.6	63.1	13.0	7.1	3.1	3.77	37.2	62.8
Not enough voice	12.2	51.2	19.5	9.1	8.1	3.50	37.3	62.7
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	13.0	58.2	11.5	10.2	7.1	3.60	26.8	73.2
Lack knowledge	11.2	55.7	18.8	9.3	5.1	3.59	47.3	52.7
Undecided	15.1	51.2	24.7	4.0	5.0	3.68	43.4	56.6
Administrative Salaries								
Too high - high	8.8	55.5	18.8	9.1	7.8	3.48	32.5	67.5
About right	16.2	59.7	12.2	7.5	4.4	3.76	30.1	69.9
Low - too low	16.7	42.9	14.3	19.0	7.1	3.43	34.4	65.6
Don't know - no response	16.1	53.0	19.6	6.9	4.4	3.69	51.4	48.6
Teachers' Salaries								
Too high - high	8.7	51.0	22.9	7.6	9.7	3.41	33.3	66.7
About right	11.9	61.1	14.4	7.0	5.6	3.67	32.3	67.7
Low - too low	15.3	50.0	16.1	14.0	4.7	3.57	31.2	68.8
Don't know - no response	17.2	51.5	19.2	7.6	4.5	3.69	54.1	45.9

TABLE 83

Item 31. The Tacoma Public Schools are doing a good job of teaching students how to study.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	3.9	27.0	23.3	26.1	19.7	2.69	28.5	71.5
Age								
16-20	2.0	20.0	18.0	32.0	28.0	2.36	25.4	74.6
21-30	2.6	22.3	24.6	23.8	26.7	2.50	34.5	65.5
31-40	4.7	26.5	23.5	23.5	21.9	2.69	17.1	82.9
41-50	3.2	28.1	20.5	28.3	19.9	2.66	17.7	82.3
51-60	1.8	23.6	26.4	32.7	15.5	2.64	30.2	69.8
61-94	8.2	38.3	23.4	19.9	10.3	3.14	42.8	57.2
Sex								
Male	2.8	27.1	23.5	28.0	18.5	2.68	27.7	72.3
Female	4.6	26.9	23.3	24.7	20.4	2.71	28.2	71.8
Education Level								
Less than 12th grade	8.4	38.7	18.3	20.7	13.9	3.07	34.8	65.2
High school diploma	3.5	25.5	24.3	26.8	19.9	2.66	26.0	74.0
Beyond high school, other than college	2.2	20.7	23.6	29.3	24.3	2.47	26.8	73.2
Some college	1.4	22.1	26.1	28.3	22.1	2.52	27.9	72.1
College degree	2.0	25.8	24.6	26.6	21.0	2.61	22.0	78.0
Length of Residence in Tacoma District								
Less than 6 years	3.3	29.9	26.3	24.3	16.3	2.80	37.7	62.3
6-10 years	5.9	27.1	23.5	24.9	18.6	2.77	21.9	78.1
11-20 years	4.0	27.5	21.5	27.2	19.8	2.69	21.2	78.8
Over 20 years	3.5	25.0	22.7	27.8	20.9	2.63	26.2	73.8
Ownership of Home								
Own	3.2	26.4	23.2	27.4	19.8	2.66	25.7	74.3
Rent	6.6	29.6	23.7	20.7	19.5	2.83	35.7	64.3
Have Children in Tacoma Public Schools								
Yes	4.2	27.0	22.4	25.8	20.6	2.69	14.9	85.1
No	3.5	26.8	24.6	26.3	18.8	2.70	8.9	61.1
Information about Schools								
Enough information	6.5	38.1	23.4	20.9	11.1	3.08	24.1	75.9
Not enough information	1.5	17.5	23.3	30.4	27.3	2.35	28.0	72.0
Voice in Schools Operation								
Enough voice	7.0	41.3	23.1	20.0	8.7	3.18	27.0	73.0
Not enough voice	1.9	17.2	23.0	30.3	27.6	2.36	24.8	75.2
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	5.3	35.2	17.4	23.8	18.2	2.86	12.8	87.2
Lack knowledge	2.3	13.7	24.3	32.6	27.1	2.31	36.0	64.0
Undecided	3.1	27.8	31.4	22.9	14.8	2.82	35.1	64.9
Administrative Salaries								
Too high - high	1.4	20.7	22.9	28.5	26.6	2.42	18.7	81.3
About right	6.4	31.8	23.2	25.0	13.7	2.92	20.1	79.9
Low - too low	13.0	39.1	19.6	21.7	6.5	3.30	28.1	71.9
Don't know - no response	4.6	30.6	24.3	24.2	16.3	2.83	41.7	58.3
Teachers' Salaries								
Too high - high	.9	18.5	21.2	25.7	33.7	2.27	22.4	77.6
About right	3.7	27.7	22.9	27.4	18.2	2.71	19.4	90.6
Low - too low	5.9	28.9	20.0	28.5	16.7	2.79	21.3	78.7
Don't know - no response	5.0	30.1	26.9	22.9	15.1	2.87	44.4	55.6

TABLE 84

Item 32. The Tacoma Public Schools are doing a good job of teaching reading.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	6.3	40.1	18.7	19.8	15.1	3.03	26.6	73.4
Age								
16-20	6.5	45.7	21.7	13.0	13.0	3.20	31.3	68.7
21-30	7.7	40.4	20.2	17.0	14.6	3.10	35.5	64.5
31-40	8.8	44.4	17.1	16.9	12.7	3.20	12.3	87.7
41-50	5.0	41.5	18.8	19.1	15.6	3.01	16.0	84.0
51-60	3.0	35.3	15.9	29.3	16.5	2.79	29.4	70.6
61-94	6.9	37.6	22.4	18.2	14.9	3.04	38.5	61.5
Sex								
Male	4.1	37.0	19.8	23.8	15.3	2.91	26.9	73.1
Female	7.7	42.0	18.3	17.4	14.6	3.11	25.6	74.4
Education Level								
Less than 12th grade	11.0	42.7	14.3	17.2	14.8	3.18	29.9	70.1
High school diploma	5.6	39.8	19.3	19.7	15.7	3.00	23.5	76.5
Beyond high school, other than college	5.3	37.4	22.8	19.6	14.9	2.99	25.5	74.5
Some college	4.2	39.3	19.2	21.2	16.2	2.94	27.5	72.5
College degree	3.7	40.2	20.7	23.6	11.8	3.00	23.8	76.2
Length of Residence in Tacoma District								
Less than 6 years	7.3	41.5	20.3	20.9	9.9	3.16	34.8	65.2
6-10 years	9.0	43.5	21.5	13.9	12.1	3.23	21.2	78.8
11-20 years	4.9	45.3	19.0	20.2	10.7	3.13	19.9	80.1
Over 20 years	5.4	37.1	18.1	21.0	18.4	2.90	24.0	76.0
Ownership of Home								
Own	5.3	39.8	17.8	21.3	15.9	2.97	23.4	76.6
Rent	10.1	41.8	21.8	14.3	12.0	3.24	34.4	65.6
Have Children in Tacoma Public Schools								
Yes	7.7	46.8	15.3	16.3	13.9	3.18	11.1	88.9
No	4.8	32.3	22.8	23.7	16.4	2.85	38.7	61.3
Information about Schools								
Enough information	8.5	50.1	17.8	14.3	9.4	3.34	21.2	78.8
Not enough information	4.4	31.4	19.5	24.8	20.0	2.75	27.5	72.5
Voice in Schools Operation								
Enough voice	9.3	52.1	17.7	13.8	7.1	3.43	25.8	74.2
Not enough voice	4.2	32.5	18.9	23.9	20.5	2.76	22.7	77.3
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	7.9	49.0	13.0	16.2	14.0	3.21	10.9	89.1
Lack knowledge	4.1	29.1	21.2	25.9	19.8	2.72	34.3	65.7
Undecided	5.9	38.4	24.5	19.3	11.9	3.07	32.8	67.2
Administrative Salaries								
Too high - high	2.6	34.9	18.3	22.4	21.7	2.74	16.6	83.4
About right	8.8	43.9	18.6	17.1	11.6	3.21	19.8	80.2
Low - too low	16.3	38.8	20.4	18.4	6.1	3.41	23.4	76.6
Don't know - no response	8.3	44.1	19.1	18.6	9.9	3.22	39.2	60.8
Teachers' Salaries								
Too high - high	3.4	29.9	17.8	23.3	25.6	2.62	19.4	80.6
About right	5.1	40.3	19.2	20.3	15.2	3.00	18.4	81.6
Low - too low	9.6	42.6	17.0	19.6	11.1	3.20	21.3	78.7
Don't know - no response	8.4	44.9	19.0	17.2	10.5	3.24	41.1	58.9

TABLE 85

Item 33. The Tacoma Public Schools are doing a good job of teaching handwriting.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	4.6	35.5	19.0	22.4	18.5	2.85	27.5	72.5
Age								
16-20	9.1	43.2	31.8	11.4	4.5	3.41	34.3	65.7
21-30	5.9	40.8	23.4	15.2	14.6	3.08	39.1	60.9
31-40	5.1	45.4	19.0	15.4	15.0	3.10	13.9	86.1
41-50	3.1	33.1	18.7	24.1	20.9	2.74	16.7	83.3
51-60	3.6	25.5	17.3	32.1	21.5	2.58	30.2	69.8
61-94	5.8	32.5	14.8	26.7	20.3	2.77	36.9	63.1
Sex								
Male	3.1	33.7	19.9	25.9	17.4	2.79	27.9	72.1
Female	5.6	36.9	18.6	19.9	18.9	2.90	26.5	73.5
Education Level								
Less than 12th grade	8.2	41.9	16.6	18.1	15.2	3.10	29.0	71.0
High school diploma	3.7	36.5	18.8	22.0	19.0	2.84	24.5	75.5
Beyond high school, other than college	3.3	26.8	19.9	27.2	22.8	2.61	27.8	72.2
Some college	4.0	35.5	21.7	19.9	18.8	2.86	30.1	69.9
College degree	2.9	32.5	20.6	27.6	16.5	2.78	24.8	75.2
Length of Residence in Tacoma District								
Less than 6 years	4.5	41.2	23.3	19.4	11.6	3.08	38.3	61.7
6-10 years	8.1	39.4	26.7	13.6	12.2	3.18	21.9	78.1
11-20 years	3.7	36.1	22.0	24.3	13.9	2.92	21.2	78.8
Over 20 years	4.2	32.2	15.7	24.5	23.3	2.70	24.1	75.9
Ownership of Home								
Own	4.2	33.9	17.6	23.9	20.3	2.78	24.7	75.3
Rent	6.7	42.3	23.6	15.9	11.5	3.17	34.7	65.3
Have Children in Tacoma Public Schools								
Yes	5.2	40.8	17.9	19.2	17.0	2.98	13.6	86.4
No	4.1	29.6	20.6	25.3	20.4	2.72	38.4	61.6
Information about Schools								
Enough information	6.2	44.8	16.9	19.7	12.4	3.13	22.0	78.0
Not enough information	3.2	27.6	20.5	24.8	23.9	2.62	28.6	71.4
Voice in Schools Operation								
Enough voice	6.1	46.9	19.2	17.8	10.0	3.21	26.4	73.6
Not enough voice	3.7	28.1	18.4	25.5	24.3	2.62	23.6	76.4
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	6.1	42.4	15.2	20.6	15.7	3.03	13.3	86.7
Lack knowledge	2.6	26.8	20.8	25.4	24.5	2.58	35.2	64.8
Undecided	4.2	35.1	22.4	21.6	16.7	2.89	32.6	67.4
Administrative Salaries								
Too high - high	1.8	29.3	17.4	26.3	25.2	2.56	18.2	81.8
About right	6.1	39.1	18.0	20.5	16.2	2.99	20.1	79.9
Low - too low	6.0	48.0	18.0	18.0	10.0	3.22	21.9	78.1
Don't know - no response	7.0	39.6	21.6	19.3	12.4	3.09	40.0	60.0
Teachers' Salaries								
Too high - high	2.3	26.5	17.2	23.0	31.1	2.46	20.4	79.6
About right	3.8	35.6	17.1	24.5	18.9	2.81	19.5	80.5
Low - too low	5.7	37.5	21.2	22.0	13.6	3.00	23.0	77.0
Don't know - no response	6.8	40.0	21.8	18.9	12.5	3.10	41.5	58.5

TABLE 86

Item 34. The Tacoma Public Schools are doing a good job of teaching spelling.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	5.2	39.9	18.0	20.6	16.0	2.98	27.1	72.9
Age								
16-20	6.5	54.3	23.9	10.9	4.3	3.48	31.3	68.7
21-30	5.8	44.3	19.9	16.3	13.6	3.13	38.1	61.9
31-40	6.2	48.1	20.5	13.9	11.3	3.24	12.7	87.3
41-50	4.0	39.5	18.4	20.4	17.6	2.92	16.0	84.0
51-60	3.3	30.0	14.5	33.6	18.5	2.66	30.2	69.8
61-94	7.1	35.1	14.6	23.7	19.5	2.87	37.5	62.5
Sex								
Male	3.4	35.4	18.6	24.6	17.9	2.82	27.4	72.6
Female	6.3	42.6	17.9	18.4	14.7	3.08	26.1	73.9
Education Level								
Less than 12th grade	8.9	44.2	16.2	16.0	14.7	3.17	29.5	70.5
High school diploma	4.8	41.2	18.1	20.3	15.6	2.99	23.7	76.3
Beyond high school, other than college	4.3	34.1	20.1	22.2	19.4	2.82	26.0	74.0
Some college	4.0	39.3	17.7	22.8	16.2	2.92	29.1	70.9
College degree	2.5	36.9	19.9	25.3	15.4	2.86	25.4	74.6
Length of Residence in Tacoma District								
Less than 6 years	5.5	44.8	21.8	18.9	9.0	3.19	36.6	63.4
6-10 years	7.3	45.9	21.8	15.9	9.1	3.26	22.3	77.7
11-20 years	4.1	43.2	19.3	20.7	12.7	3.05	20.1	79.9
Over 20 years	4.8	36.0	15.7	23.4	20.1	2.82	24.0	76.0
Ownership of Home								
Own	4.8	39.0	17.1	21.7	17.4	2.92	24.0	76.0
Rent	7.2	43.5	21.1	17.1	11.1	3.19	34.8	65.2
Have Children in Tacoma Public Schools								
Yes	6.3	47.0	16.9	16.7	13.2	3.17	12.6	87.4
No	4.1	31.8	19.5	25.1	19.6	2.76	38.5	61.5
Information about Schools								
Enough information	7.0	49.6	16.3	17.5	9.7	3.27	21.8	78.2
Not enough information	3.6	32.0	19.3	23.5	21.5	2.73	27.9	72.1
Voice in Schools Operation								
Enough voice	7.3	51.5	17.1	17.0	7.1	3.35	27.1	72.9
Not enough voice	4.0	32.9	17.9	23.2	21.9	2.74	22.8	77.2
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	6.7	47.4	12.8	18.4	14.7	3.13	12.5	87.5
Lack knowledge	3.6	31.3	18.9	24.4	21.8	2.70	35.3	64.7
Undecided	4.3	37.9	24.8	20.6	12.5	3.01	32.1	67.9
Administrative Salaries								
Too high - high	2.6	33.6	16.2	24.0	23.7	2.67	17.7	82.3
About right	7.2	43.8	17.0	19.0	13.1	3.13	20.0	80.0
Low - too low	8.2	42.9	26.5	22.4	0.0	3.37	23.4	76.6
Don't know - no response	7.0	44.7	20.4	18.0	9.9	3.21	39.5	60.5
Teachers' Salaries								
Too high - high	4.0	29.5	16.2	19.9	30.4	2.57	18.5	81.5
About right	4.7	40.4	15.5	23.4	16.0	2.94	19.4	80.6
Low - too low	4.9	43.2	22.2	20.7	9.0	3.14	22.4	77.6
Don't know - no response	7.0	44.0	21.2	17.3	10.5	3.20	41.4	58.6

TABLE 87

Item 35. The Tacoma Public Schools are doing a good job of teaching arithmetic.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	6.6	48.9	19.3	13.5	11.7	3.25	27.8	72.2
Age								
16-20	10.9	58.7	15.2	15.2	0.0	3.65	31.3	68.7
21-30	7.5	45.6	22.4	10.5	14.0	3.22	36.4	63.6
31-40	7.7	54.1	19.6	9.5	9.2	3.42	12.3	87.7
41-50	6.3	51.2	17.9	14.7	9.9	3.29	17.1	82.9
51-60	2.8	46.2	19.1	18.5	13.5	3.06	31.3	68.7
61-94	7.2	44.9	19.5	15.4	13.0	3.18	40.8	59.2
Sex								
Male	4.4	45.7	19.5	16.3	14.2	3.10	27.7	72.3
Female	8.0	50.8	19.4	11.9	10.0	3.35	26.9	73.1
Education Level								
Less than 12th grade	9.9	48.6	15.8	14.0	11.7	3.31	30.4	69.6
High school diploma	6.5	50.6	19.8	12.9	10.2	3.30	24.9	75.1
Beyond high school, other than college	5.8	43.3	23.5	13.4	14.1	3.13	26.5	73.5
Some college	4.8	51.1	19.2	13.0	11.9	3.24	28.5	71.5
College degree	3.8	49.2	20.0	15.4	11.7	3.18	25.7	74.3
Length of Residence in Tacoma District								
Less than 6 years	6.9	48.1	22.2	11.8	11.0	3.28	36.1	63.9
6-10 years	9.3	51.8	20.8	9.7	8.4	3.44	20.1	79.9
11-20 years	5.7	53.6	19.4	13.5	7.9	3.36	20.7	79.3
Over 20 years	6.0	47.8	17.5	15.1	13.6	3.18	26.2	73.8
Ownership of Home								
Own	5.6	49.1	19.1	13.8	12.3	3.22	24.7	75.3
Rent	10.5	48.0	20.3	12.4	8.9	3.39	35.3	64.7
Have Children in Tacoma Public Schools								
Yes	7.5	53.9	17.1	11.6	9.9	3.38	11.1	88.9
No	5.6	42.4	22.3	15.7	14.0	3.10	40.8	59.2
Information about Schools								
Enough information	8.3	59.0	15.7	10.8	6.1	3.53	21.8	78.2
Not enough information	4.9	40.4	22.1	15.9	16.7	3.01	29.1	70.9
Voice in Schools Operation								
Enough voice	9.9	60.5	16.2	9.3	4.2	3.63	26.6	73.4
Not enough voice	4.6	41.3	20.5	16.5	17.1	3.00	24.0	76.0
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	9.1	58.1	11.8	10.5	10.5	3.45	12.2	87.8
Lack knowledge	3.5	38.1	22.3	20.2	15.9	2.93	37.2	62.8
Undecided	5.7	46.3	27.1	11.4	9.5	3.27	32.6	67.4
Administrative Salaries								
Too high - high	3.4	45.0	18.8	16.1	16.7	3.02	18.9	81.1
About right	7.9	50.9	18.5	12.5	10.2	3.34	21.3	78.7
Low - too low	14.0	56.0	14.0	14.0	2.0	3.66	21.9	78.1
Don't know - no response	8.9	51.8	20.9	11.1	7.4	3.44	39.5	60.5
Teachers' Salaries								
Too high - high	3.8	36.2	19.7	15.0	25.3	2.78	21.3	78.7
About right	5.5	52.0	18.2	14.0	10.4	3.28	19.7	80.3
Low - too low	8.6	46.6	19.8	16.0	9.0	3.30	21.9	78.1
Don't know - no response	9.0	52.8	20.6	10.6	6.9	3.47	42.1	57.9

TABLE 88

Item 36. Students in grades Kindergarten through 12 should be informed about the dangers of drug abuse.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	68.4	25.5	3.0	1.9	1.2	4.58	4.4	95.6
Age								
16-20	61.5	33.8	1.5	1.5	1.5	4.52	3.0	97.0
21-30	73.7	19.5	3.2	2.0	1.6	4.62	3.4	96.6
31-40	69.6	24.1	3.4	1.2	1.8	4.59	2.3	97.7
41-50	70.9	23.6	3.3	.9	1.3	4.62	2.5	97.5
51-60	63.5	30.8	2.2	2.7	.9	4.53	4.4	95.6
61-94	65.3	29.4	2.7	2.4	.2	4.57	8.9	91.1
Sex								
Male	66.0	28.1	3.0	1.4	1.5	4.56	3.7	96.3
Female	70.2	23.9	2.9	2.0	1.0	4.60	4.5	95.5
Education Level								
Less than 12th grade	70.6	23.3	2.6	2.2	1.4	4.60	7.8	92.2
High school diploma	70.6	24.1	2.4	1.8	1.1	4.61	3.6	96.4
Beyond high school, other than college	70.0	25.6	2.5	1.4	.5	4.63	2.6	97.4
Some college	67.2	24.9	4.0	1.9	2.1	4.53	2.8	97.2
College degree	59.5	33.0	4.7	1.6	1.2	4.48	.6	99.4
Length of Residence in Tacoma District								
Less than 6 years	72.4	22.4	2.9	1.2	1.2	4.64	4.4	95.6
6-10 years	67.9	24.1	3.3	4.0	.7	4.54	3.2	96.8
11-20 years	62.8	29.7	4.4	1.4	1.6	4.51	3.5	96.5
Over 20 years	69.1	25.7	2.3	1.8	1.1	4.60	3.7	96.3
Ownership of Home								
Own	69.5	25.2	2.8	1.7	.9	4.61	3.3	96.7
Rent	66.0	26.2	3.5	1.9	2.4	4.51	6.0	94.0
Have Children in Tacoma Public Schools								
Yes	70.3	23.4	3.0	1.9	1.4	4.60	1.5	98.5
No	66.9	27.4	2.9	1.7	1.1	4.57	6.3	93.7
Information about Schools								
Enough information	66.5	28.1	2.9	1.7	.8	4.58	3.3	96.7
Not enough information	70.4	23.2	2.9	2.0	1.6	4.59	3.2	96.8
Voice in Schools Operation								
Enough voice	66.5	27.7	3.0	1.5	1.3	4.57	3.4	96.6
Not enough voice	70.3	23.6	2.9	2.0	1.3	4.60	3.2	96.8
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	66.2	28.6	2.3	1.7	1.2	4.57	2.2	97.8
Lack knowledge	70.3	23.0	3.2	2.0	1.5	4.59	3.4	96.6
Undecided	69.5	24.4	3.4	1.7	1.1	4.60	4.7	95.3
Administrative Salaries								
Too high - high	65.4	27.8	3.3	2.2	1.3	4.54	1.6	98.4
About right	68.6	27.3	2.2	.8	1.0	4.62	2.9	97.1
Low - too low	68.3	25.4	1.6	3.2	1.6	4.56	1.6	98.4
Don't know - no response	71.2	22.4	3.2	2.0	1.3	4.60	7.7	92.3
Teachers' Salaries								
Too high - high	68.7	24.9	3.3	1.9	1.2	4.58	1.6	98.4
About right	66.6	28.8	2.5	.9	1.2	4.59	2.4	97.6
Low - too low	67.5	23.9	4.2	2.7	1.8	4.53	2.3	97.7
Don't know - no response	70.9	22.4	2.8	2.7	1.1	4.59	8.6	91.4

TABLE 89

Item 37. Students in the junior and senior high schools should be instructed in the general area of health and human reproduction.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	46.8	43.7	4.5	2.6	2.4	4.30	5.4	94.6
Age								
16-20	66.7	33.3	0.0	0.0	0.0	4.67	1.5	98.5
21-30	58.8	34.5	3.2	1.4	2.1	4.46	3.1	96.9
31-40	50.9	42.2	2.6	1.8	2.6	4.37	2.7	97.3
41-50	46.0	44.6	5.1	1.9	2.4	4.30	3.4	96.6
51-60	39.0	49.9	5.3	4.0	1.8	4.20	4.6	95.4
61-94	34.9	50.7	6.9	4.1	3.4	4.09	11.6	88.4
Sex								
Male	44.1	45.0	4.9	3.0	2.9	4.24	5.0	95.0
Female	48.6	42.8	4.2	2.4	2.1	4.34	5.1	94.9
Education Level								
Less than 12th grade	42.2	47.1	4.0	2.9	3.8	4.21	9.4	90.6
High school diploma	44.0	46.7	4.8	2.5	2.1	4.28	4.4	95.6
Beyond high school, other than college	49.3	40.8	3.9	3.6	2.5	4.31	3.7	96.3
Some college	53.5	37.6	5.6	1.2	2.1	4.39	2.6	97.4
College degree	51.9	41.8	3.1	2.2	.9	4.42	1.5	98.5
Length of Residence in Tacoma District								
Less than 6 years	54.7	37.8	3.5	1.3	2.7	4.41	4.0	96.0
6-10 years	50.0	41.1	3.0	3.7	2.2	4.33	4.6	95.4
11-20 years	45.0	45.8	5.3	2.0	1.8	4.30	4.7	95.3
Over 20 years	43.4	46.1	5.0	3.0	2.5	4.25	5.3	94.7
Ownership of Home								
Own	45.3	45.0	4.3	2.8	2.5	4.28	4.6	95.4
Rent	51.9	39.1	5.0	1.9	2.1	4.37	5.9	94.1
Have Children in Tacoma Public Schools								
Yes	48.6	43.3	3.6	2.3	2.2	4.34	2.4	97.6
No	45.6	43.8	5.2	3.0	2.5	4.27	7.3	92.7
Information about Schools								
Enough information	48.0	44.4	3.8	2.0	1.8	4.35	4.2	95.8
Not enough information	46.7	42.3	4.7	3.3	3.0	4.27	4.2	95.8
Voice in Schools Operation								
Enough voice	47.9	45.1	3.7	2.1	1.2	4.36	4.5	95.5
Not enough voice	46.6	42.2	4.9	2.9	3.4	4.26	4.2	95.8
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	47.7	44.4	2.8	2.5	2.5	4.32	2.6	97.4
Lack knowledge	48.3	40.6	5.1	2.9	3.1	4.28	4.4	95.6
Undecided	45.0	45.4	5.6	2.4	1.6	4.30	6.6	93.4
Administrative Salaries								
Too high - high	40.0	47.8	5.4	3.7	3.2	4.18	3.4	96.6
About right	49.9	41.3	3.9	2.7	2.2	4.34	3.6	96.4
Low - too low	64.5	32.3	1.6	1.6	0.0	4.60	3.1	96.9
Don't know - no response	50.4	41.8	4.2	1.7	2.0	4.37	8.3	91.7
Teachers' Salaries								
Too high - high	42.5	44.7	4.8	3.9	4.1	4.18	4.2	95.8
About right	44.4	45.1	4.8	3.3	2.4	4.26	3.4	96.6
Low - too low	58.2	37.7	2.1	1.2	.9	4.51	1.7	98.3
Don't know - no response	47.4	43.7	4.9	1.8	2.3	4.32	9.5	90.5

TABLE 90

Item 38. Students in the elementary schools should be instructed in the general area of health and human reproduction.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	28.5	32.9	13.7	16.3	8.5	3.57	7.0	93.0
Age								
16-20	39.4	37.9	6.1	10.6	6.1	3.94	1.5	98.5
21-30	37.5	31.0	11.5	13.1	7.0	3.79	4.3	95.7
31-40	33.4	36.4	10.5	11.7	8.0	3.76	4.2	95.8
41-50	26.5	31.1	16.2	16.3	9.9	3.48	4.6	95.4
51-60	24.4	31.7	15.4	20.1	8.4	3.44	6.5	93.5
61-94	18.7	36.4	16.5	20.3	8.1	3.37	15.2	84.8
Sex								
Male	25.3	31.5	13.3	19.0	10.9	3.41	7.2	92.8
Female	30.7	33.9	14.0	14.6	6.9	3.67	6.5	93.5
Education Level								
Less than 12th grade	24.1	32.1	13.9	18.7	11.2	3.39	12.1	87.9
High school diploma	24.6	34.5	16.1	17.2	7.6	3.52	5.6	94.4
Beyond high school, other than college	27.5	32.8	12.8	17.8	9.2	3.52	4.5	95.5
Some college	37.1	31.6	10.4	12.8	8.1	3.77	5.2	94.8
College degree	37.5	35.6	11.4	11.0	4.4	3.91	1.9	98.1
Length of Residence in Tacoma District								
Less than 6 years	33.5	34.0	10.7	13.8	8.0	3.71	5.3	94.7
6-10 years	32.3	32.0	13.0	13.4	9.3	3.65	4.9	95.1
11-20 years	30.5	35.6	14.0	14.2	5.6	3.71	6.8	93.2
Over 20 years	24.9	32.1	15.5	18.0	9.5	3.45	7.2	92.8
Ownership of Home								
Own	27.6	33.2	13.7	16.6	8.8	3.54	6.2	93.8
Rent	31.4	32.2	13.4	15.4	7.7	3.64	7.7	92.3
Have Children in Tacoma Public Schools								
Yes	29.8	33.1	14.1	14.8	8.2	3.61	3.8	96.2
No	27.7	32.6	13.2	17.7	8.8	3.53	8.8	91.2
Information about Schools								
Enough information	28.8	35.5	14.1	15.1	6.5	3.65	5.8	94.2
Not enough information	28.9	30.4	12.9	17.3	10.4	3.50	5.9	94.1
Voice in Schools Operation								
Enough voice	27.4	37.2	15.1	15.3	5.1	3.66	5.5	94.5
Not enough voice	30.0	29.6	12.3	16.8	11.2	3.50	5.8	94.2
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	29.0	35.0	12.1	15.4	8.5	3.61	3.6	96.4
Lack knowledge	29.5	30.6	11.0	19.0	9.8	3.51	5.2	94.8
Undecided	27.8	31.8	18.4	14.9	7.3	3.58	9.8	90.2
Administrative Salaries								
Too high - high	24.5	33.1	12.5	18.8	11.0	3.41	4.2	95.8
About right	30.7	31.6	13.6	15.3	8.8	3.60	5.1	94.9
Low - too low	40.3	29.0	12.9	12.9	4.8	3.87	3.1	96.9
Don't know - no response	30.5	33.7	15.0	14.6	6.2	3.68	10.6	89.4
Teachers' Salaries								
Too high - high	24.1	30.2	11.2	19.5	14.9	3.29	5.1	94.9
About right	26.7	33.0	15.0	16.9	8.3	3.53	4.4	95.6
Low - too low	41.5	30.6	10.3	12.4	5.2	3.91	3.8	96.2
Don't know - no response	27.9	34.9	14.6	15.5	7.1	3.61	11.9	88.1

TABLE 91

Item 39. If more than 40% of the students in a school are of a minority race, the school district should bus students to other schools.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	6.0	6.6	9.1	21.7	56.6	1.84	8.7	91.3
Age								
16-20	4.8	11.3	9.7	16.1	58.1	1.89	7.5	92.5
21-30	6.0	5.9	11.9	15.7	60.5	1.81	6.2	93.8
31-40	5.1	6.7	9.0	20.0	59.1	1.79	5.8	94.2
41-50	8.4	6.4	9.4	18.6	57.3	1.90	6.0	94.0
51-60	3.8	6.4	8.0	27.2	54.6	1.78	10.6	89.4
61-94	4.3	7.9	6.9	30.4	50.5	1.85	15.2	84.8
Sex								
Male	4.7	6.1	7.4	20.8	61.0	1.73	6.5	93.5
Female	6.5	6.8	10.2	22.4	54.0	1.90	9.4	90.6
Education Level								
Less than 12th grade	5.3	7.7	6.4	26.7	53.9	1.84	16.6	83.4
High school diploma	4.7	4.7	9.0	21.8	59.8	1.73	7.5	92.5
Beyond high school, other than college	5.9	4.8	9.0	18.6	61.6	1.75	6.1	93.9
Some college	7.4	6.6	9.3	19.5	57.1	1.88	4.8	95.2
College degree	7.3	12.4	14.3	20.0	46.0	2.15	2.5	97.5
Length of Residence in Tacoma District								
Less than 6 years	5.4	5.6	11.4	18.2	59.3	1.80	8.1	91.9
6-10 years	11.0	8.7	9.9	20.5	49.8	2.11	7.1	92.9
11-20 years	5.1	6.6	8.5	23.8	56.1	1.81	8.2	91.8
Over 20 years	5.3	6.1	7.9	22.9	57.9	1.78	7.7	92.3
Ownership of Home								
Own	5.7	6.1	8.5	21.5	58.2	1.80	7.4	92.6
Rent	6.3	8.0	11.4	21.9	52.4	1.94	11.3	88.7
Have Children in Tacoma Public Schools								
Yes	7.0	6.0	9.6	19.0	58.4	1.84	5.6	94.4
No	5.0	7.2	8.6	23.9	55.3	1.83	10.6	89.4
Information about Schools								
Enough information	5.9	8.3	10.1	24.2	51.5	1.93	8.1	91.9
Not enough information	6.1	5.2	8.2	19.5	61.0	1.76	6.6	93.4
Voice in Schools Operation								
Enough voice	5.3	8.8	10.3	26.2	49.4	1.94	8.4	91.6
Not enough voice	6.6	5.0	7.7	19.0	61.7	1.76	6.8	93.2
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	6.3	8.0	8.1	21.4	56.2	1.87	4.6	95.4
Lack knowledge	6.0	4.9	8.7	20.3	60.1	1.76	6.9	93.1
Undecided	5.6	6.7	10.5	23.7	53.5	1.87	12.1	87.9
Administrative Salaries								
Too high - high	5.6	5.2	5.8	18.8	64.6	1.68	3.7	96.3
About right	6.4	8.7	10.1	22.7	52.1	1.95	7.7	92.3
Low - too low	18.6	11.9	5.1	18.6	45.8	2.39	7.8	92.2
Don't know - no response	5.4	6.5	12.0	24.3	51.9	1.89	13.6	86.4
Teachers' Salaries								
Too high - high	6.2	3.4	5.0	16.3	69.1	1.61	3.5	96.5
About right	5.8	7.7	7.3	22.2	56.9	1.83	6.0	94.0
Low - too low	9.8	8.5	11.3	18.6	51.8	2.06	4.4	95.6
Don't know - no response	4.5	6.0	12.4	25.2	52.0	1.86	15.6	84.4

TABLE 92

Item 40. The Tacoma Public Schools should provide educational programs which would be available to all three and four year old children.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	11.4	14.7	11.9	27.5	34.5	2.41	10.5	89.5
Age								
16-20	26.2	31.1	18.0	14.8	9.8	3.49	9.0	91.0
21-30	23.2	22.2	15.3	20.2	19.2	3.10	8.9	91.1
31-40	11.0	14.5	14.7	27.2	32.6	2.44	7.1	92.9
41-50	7.4	12.0	11.1	26.1	43.4	2.14	8.3	91.7
51-60	7.1	9.0	9.0	34.5	40.2	2.08	11.2	88.8
61-94	5.4	13.4	8.8	32.9	39.5	2.12	16.8	83.2
Sex								
Male	7.7	13.7	10.2	30.1	38.2	2.23	10.1	89.9
Female	13.6	15.3	13.1	26.0	32.1	2.52	10.3	89.7
Education Level								
Less than 12th grade	11.1	16.6	9.8	33.3	29.2	2.47	15.2	84.8
High school diploma	10.3	12.8	12.9	26.6	37.3	2.32	10.7	89.3
Beyond high school, other than college	14.1	14.1	14.7	22.7	34.5	2.51	7.7	92.3
Some college	12.9	16.7	11.0	26.3	33.1	2.50	7.9	92.1
College degree	9.1	14.6	11.3	28.2	36.9	2.31	4.3	95.7
Length of Residence in Tacoma District								
Less than 6 years	15.8	18.7	12.3	25.5	27.7	2.69	10.3	89.7
6-10 years	18.7	17.1	16.3	25.5	22.3	2.85	11.3	88.7
11-20 years	11.6	18.2	12.0	26.2	32.0	2.51	9.2	90.8
Over 20 years	7.7	11.9	11.1	29.0	40.4	2.18	9.5	90.5
Ownership of Home								
Own	9.5	13.2	11.2	28.3	37.9	2.28	9.3	90.7
Rent	17.8	19.5	14.8	25.0	22.9	2.84	12.5	87.5
Have Children in Tacoma Public Schools								
Yes	11.8	14.3	12.4	26.8	34.7	2.42	7.8	92.2
No	11.0	14.9	11.7	28.0	34.4	2.40	12.1	87.9
Information about Schools								
Enough information	9.3	14.6	13.0	30.5	32.6	2.38	10.7	89.3
Not enough information	12.7	15.0	11.0	25.4	35.9	2.43	8.1	91.9
Voice in Schools Operation								
Enough voice	9.7	16.6	12.9	31.8	28.9	2.46	10.6	89.4
Not enough voice	12.4	13.4	10.8	24.8	38.6	2.36	8.1	91.9
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	8.8	13.6	11.6	28.1	37.8	2.27	7.2	92.8
Lack knowledge	13.5	15.1	10.3	28.2	32.9	2.48	8.6	91.4
Undecided	12.2	15.8	14.2	26.0	31.8	2.51	13.4	86.6
Administrative Salaries								
Too high - high	7.8	8.5	9.4	26.2	48.0	2.02	5.7	94.3
About right	10.6	19.8	11.7	28.1	29.9	2.53	9.0	91.0
Low - too low	30.9	29.1	10.9	16.4	12.7	3.49	14.1	85.9
Don't know - no response	14.2	17.2	14.7	29.1	24.8	2.67	15.4	84.6
Teachers' Salaries								
Too high - high	7.3	11.0	8.3	22.9	50.5	2.02	5.1	94.9
About right	7.8	13.3	11.6	29.2	38.1	2.23	7.7	92.3
Low - too low	21.9	21.6	14.1	20.4	21.9	3.01	7.0	93.0
Don't know - no response	13.9	15.7	13.3	30.6	26.6	2.60	17.4	82.6

TABLE 93

Item 41. The Tacoma Public Schools should instruct students about morality and social values.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	33.6	43.1	9.1	8.1	6.0	3.90	6.5	93.5
Age								
16-20	23.1	33.8	16.9	9.2	16.9	3.37	3.0	97.0
21-30	30.8	35.3	13.8	10.5	9.6	3.67	5.3	94.7
31-40	29.8	40.9	10.9	10.3	8.1	3.74	4.8	95.2
41-50	37.5	43.1	7.8	6.9	4.6	4.02	3.4	96.6
51-60	36.3	47.6	7.4	6.0	2.8	4.09	8.0	92.0
61-94	35.9	51.3	4.1	6.4	2.3	4.12	11.4	88.6
Sex								
Male	32.6	43.7	8.2	8.7	6.7	3.87	5.8	94.2
Female	34.5	42.5	9.6	7.8	5.6	3.93	6.6	93.4
Education Level								
Less than 12th grade	36.5	48.1	7.5	4.2	3.7	4.10	10.7	89.3
High school diploma	34.1	45.0	8.8	6.9	5.2	3.96	5.6	94.4
Beyond high school, other than college	38.1	36.4	8.6	11.4	5.6	3.90	4.5	95.5
Some college	31.4	37.4	11.3	12.2	7.7	3.73	5.4	94.6
College degree	26.0	43.3	10.3	9.4	11.0	3.64	1.2	98.8
Length of Residence in Tacoma District								
Less than 6 years	31.6	39.2	11.1	10.5	7.6	3.77	5.5	94.5
6-10 years	28.9	44.0	10.9	9.0	7.1	3.79	6.0	94.0
11-20 years	30.8	44.8	7.9	10.1	6.4	3.84	5.6	94.4
Over 20 years	35.5	44.3	8.5	6.7	5.0	3.99	6.3	93.7
Ownership of Home								
Own	33.9	43.7	8.3	8.6	5.4	3.92	5.7	94.3
Rent	33.7	40.8	12.0	5.7	7.8	3.87	7.2	92.8
Have Children in Tacoma Public Schools								
Yes	32.3	42.3	10.0	9.1	6.3	3.85	3.9	96.1
No	35.0	43.8	8.3	7.1	5.8	3.95	8.1	91.9
Information about Schools								
Enough information	32.5	47.3	9.2	6.7	4.3	3.97	5.7	94.3
Not enough information	35.1	39.2	8.7	9.3	7.6	3.85	5.2	94.8
Voice in Schools Operation								
Enough voice	33.2	48.4	9.7	5.8	2.9	4.03	5.9	94.1
Not enough voice	34.6	39.4	8.1	9.5	8.5	3.82	5.1	94.9
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	32.7	43.5	8.9	8.3	6.6	3.87	3.6	96.4
Lack knowledge	36.9	39.3	8.1	8.9	6.8	3.91	6.4	93.6
Undecided	31.1	46.8	10.3	6.9	4.7	3.93	7.3	92.7
Administrative Salaries								
Too high - high	30.6	42.5	9.6	10.1	7.3	3.79	4.9	95.1
About right	37.6	44.2	8.6	5.8	3.8	4.06	4.7	95.3
Low - too low	38.3	35.0	10.0	6.7	10.0	3.85	6.2	93.8
Don't know - no response	34.0	43.6	9.0	7.6	5.7	3.93	8.9	91.1
Teachers' Salaries								
Too high - high	35.2	41.3	8.7	6.8	8.0	3.89	4.6	95.4
About right	33.1	44.7	8.6	8.6	4.9	3.93	4.8	95.2
Low - too low	32.5	36.5	12.6	8.9	9.5	3.74	5.0	95.0
Don't know - no response	33.9	44.6	8.5	7.9	5.0	3.95	9.9	90.1

TABLE 94

Item 42. Student discipline practices in the elementary school are good.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	7.9	41.9	21.2	17.8	11.2	3.18	31.3	68.7
Age								
16-20	10.0	44.0	24.0	12.0	10.0	3.32	25.4	74.6
21-30	12.1	40.6	21.1	14.0	12.1	3.27	35.0	65.0
31-40	7.0	45.6	17.4	18.8	11.2	3.18	17.1	82.9
41-50	8.9	44.4	19.8	17.2	9.7	3.26	23.6	76.4
51-60	4.3	36.1	26.8	21.4	11.4	3.01	36.8	63.2
61-94	5.9	39.6	23.1	19.4	12.1	3.08	44.6	55.4
Sex								
Male	6.2	41.2	20.1	20.6	11.9	3.09	31.8	68.2
Female	8.9	42.6	22.0	16.0	10.5	3.24	30.6	69.4
Education Level								
Less than 12th grade	11.8	42.7	18.9	17.7	8.9	3.31	34.6	65.4
High school diploma	5.2	44.3	22.3	16.9	11.3	3.15	26.4	73.6
Beyond high school, other than college	8.0	38.2	23.3	19.8	10.7	3.13	30.5	69.5
Some college	9.3	39.3	20.6	18.1	12.8	3.14	35.1	64.9
College degree	5.7	44.5	20.7	17.6	11.5	3.15	29.7	70.3
Length of Residence in Tacoma District								
Less than 6 years	8.6	38.3	23.1	15.9	14.1	3.12	36.1	63.9
6-10 years	11.0	44.8	21.4	12.4	10.5	3.33	25.8	74.2
11-20 years	8.6	43.3	21.4	15.5	11.2	3.23	27.1	72.9
Over 20 years	6.4	41.5	20.4	20.7	11.0	3.12	30.1	69.9
Ownership of Home								
Own	6.9	43.0	20.2	18.8	11.1	3.16	29.3	70.7
Rent	11.5	38.5	24.9	13.8	11.3	3.25	35.7	64.3
Have Children in Tacoma Public Schools								
Yes	8.4	47.5	17.6	16.6	9.9	3.28	16.0	84.0
No	7.5	35.0	25.6	19.3	12.6	3.06	43.4	56.6
Information about Schools								
Enough information	9.2	49.3	19.8	14.9	6.8	3.39	25.6	74.4
Not enough information	6.9	35.5	22.1	20.6	14.9	2.99	32.4	67.6
Voice in Schools Operation								
Enough voice	9.2	51.5	19.7	14.1	5.5	3.45	29.5	70.5
Not enough voice	7.1	36.3	21.0	20.5	15.1	3.00	28.3	71.7
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	7.5	48.9	14.1	18.1	11.4	3.23	18.0	82.0
Lack knowledge	7.4	35.1	22.6	20.1	14.7	3.01	38.7	61.3
Undecided	8.6	38.7	29.9	15.3	7.4	3.26	36.0	64.0
Administrative Salaries								
Too high - high	4.2	37.2	20.7	22.7	15.2	2.92	22.5	77.5
About right	8.5	49.7	17.9	15.3	8.5	3.34	25.2	74.8
Low - too low	22.9	47.9	8.3	16.7	4.2	3.69	25.0	75.0
Don't know - no response	10.9	41.9	25.0	13.8	8.5	3.33	42.6	57.4
Teachers' Salaries								
Too high - high	4.0	33.4	20.7	22.8	19.1	2.80	23.8	76.2
About right	6.2	45.5	19.0	19.1	10.2	3.18	24.2	75.8
Low - too low	9.7	45.5	19.8	15.6	9.3	3.31	25.1	74.9
Don't know - no response	12.3	39.7	25.5	13.8	8.8	3.33	44.9	55.1

TABLE 95

Item 43. Student discipline practices in the junior and senior high schools are good.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	4.4	22.3	23.9	28.6	20.8	2.61	33.1	66.9
Age								
16-20	9.1	20.0	30.9	23.6	16.4	2.82	17.9	82.1
21-30	7.5	18.9	24.3	24.0	25.4	2.59	42.7	57.3
31-40	4.7	23.6	23.1	26.8	21.8	2.63	26.6	73.4
41-50	3.2	22.6	23.4	30.3	20.6	2.58	22.7	77.3
51-60	1.6	22.2	20.3	35.6	20.3	2.49	32.3	67.7
61-94	4.6	26.0	27.8	25.6	16.0	2.78	43.0	57.0
Sex								
Male	3.6	22.0	19.6	33.0	21.8	2.53	30.7	69.3
Female	4.7	22.4	26.9	25.9	20.1	2.66	34.1	65.9
Education Level								
Less than 12th grade	7.9	28.3	23.1	27.3	13.4	2.90	36.8	63.2
High school diploma	2.4	21.2	26.7	29.0	20.7	2.55	29.9	70.1
Beyond high school, other than college	4.6	16.7	20.5	33.5	24.7	2.43	30.2	69.8
Some college	5.3	20.7	22.9	25.1	26.0	2.54	35.6	64.4
College degree	.9	25.4	23.2	29.5	21.0	2.56	30.6	69.4
Length of Residence in Tacoma District								
Less than 6 years	5.6	20.9	24.5	25.2	23.8	2.59	44.4	55.6
6-10 years	5.9	27.0	26.5	19.5	21.1	2.77	34.6	65.4
11-20 years	3.7	25.3	22.1	29.5	19.4	2.64	26.7	73.3
Over 20 years	3.2	20.3	23.5	32.0	21.0	2.53	28.7	71.3
Ownership of Home								
Own	3.5	21.9	22.9	30.0	21.6	2.56	31.2	68.8
Rent	7.3	23.7	27.6	22.8	18.6	2.78	37.7	62.3
Have Children in Tacoma Public Schools								
Yes	4.2	23.5	23.0	27.7	21.6	2.61	24.9	75.1
No	4.6	21.2	24.7	29.4	20.1	2.61	39.5	60.5
Information about Schools								
Enough information	4.9	30.1	24.7	24.4	15.9	2.84	29.1	70.9
Not enough information	4.0	15.4	23.0	32.4	25.1	2.41	33.1	66.9
Voice in Schools Operation								
Enough voice	5.6	33.5	24.6	24.4	11.9	2.97	33.6	66.4
Not enough voice	3.8	14.8	22.6	31.7	27.1	2.36	29.2	70.8
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	4.5	27.6	17.7	30.0	20.2	2.66	21.4	78.6
Lack knowledge	4.1	16.9	21.6	31.0	26.3	2.42	38.3	61.7
Undecided	4.4	20.0	35.2	24.2	16.2	2.72	38.1	61.9
Administrative Salaries								
Too high - high	2.2	15.5	21.3	33.4	27.5	2.32	22.2	77.8
About right	5.2	29.4	22.6	26.5	16.3	2.81	27.7	72.3
Low - too low	13.6	31.8	20.5	20.5	13.6	3.11	31.2	68.8
Don't know - no response	5.9	25.4	28.4	24.6	15.7	2.81	45.9	54.1
Teachers' Salaries								
Too high - high	2.3	14.2	19.8	32.0	31.7	2.24	20.4	79.6
About right	3.2	23.9	23.2	30.5	19.2	2.61	26.0	74.0
Low - too low	5.8	23.5	22.6	28.8	19.3	2.68	29.1	70.9
Don't know - no response	7.0	24.7	28.5	23.3	16.5	2.82	48.5	51.5

TABLE 96

Item 44. The Tacoma Public Schools are effective in removing inadequate teachers and administrators.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	4.0	12.1	24.2	27.1	32.6	2.28	38.8	61.2
Age								
16-20	10.9	6.5	19.6	19.6	43.5	2.22	31.3	68.7
21-30	4.8	8.6	25.3	27.1	34.2	2.23	42.4	57.6
31-40	2.3	8.9	26.1	23.8	39.0	2.12	32.8	67.2
41-50	3.5	11.5	22.9	27.5	34.6	2.22	29.9	70.1
51-60	3.9	12.0	25.1	31.4	27.6	2.33	40.2	59.8
61-94	4.1	23.3	24.9	26.1	21.6	2.62	50.3	49.7
Sex								
Male	3.3	12.9	25.1	28.9	29.8	2.31	36.7	63.3
Female	4.2	11.7	24.1	25.6	34.4	2.26	39.5	60.5
Education Level								
Less than 12th grade	7.6	21.3	26.0	21.9	23.1	2.68	46.4	53.6
High school diploma	2.9	11.0	25.6	29.2	31.2	2.25	38.8	61.2
Beyond high school, other than college	3.3	7.9	28.1	27.7	33.1	2.21	35.8	64.2
Some college	3.8	6.9	22.1	27.1	40.1	2.07	36.0	64.0
College degree	.9	11.2	18.5	28.0	41.4	2.02	28.2	71.8
Length of Residence in Tacoma District								
Less than 6 years	4.3	11.2	28.7	26.0	29.8	2.34	52.5	47.5
6-10 years	3.2	16.6	24.6	23.0	32.6	2.35	33.9	66.1
11-20 years	3.8	12.9	22.3	28.7	32.3	2.27	33.5	66.5
Over 20 years	3.6	11.0	23.6	28.1	33.6	2.23	33.6	66.4
Ownership of Home								
Own	3.7	11.1	23.2	28.3	33.6	2.23	36.0	64.0
Rent	4.2	15.8	28.5	22.3	29.3	2.43	46.5	53.5
Have Children in Tacoma Public Schools								
Yes	2.7	9.9	23.9	27.7	35.7	2.16	31.3	68.7
No	5.1	14.4	24.6	26.6	29.3	2.39	44.6	55.4
Information about Schools								
Enough information	4.2	17.8	27.0	23.9	27.1	2.48	36.3	63.7
Not enough information	3.6	7.5	22.1	29.6	37.2	2.11	37.8	62.2
Voice in Schools Operation								
Enough voice	4.6	21.5	28.0	26.1	19.7	2.65	41.9	58.1
Not enough voice	3.3	6.9	21.0	27.8	41.1	2.04	32.8	67.2
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	4.6	14.4	18.6	27.1	35.4	2.26	25.0	75.0
Lack knowledge	1.8	8.7	22.4	28.7	38.4	2.07	45.0	55.0
Undecided	4.8	12.3	35.2	25.6	22.1	2.52	45.9	54.1
Administrative Salaries								
Too high - high	2.7	6.9	18.5	29.0	42.8	1.98	22.4	77.6
About right	3.3	18.9	28.2	25.1	24.6	2.51	31.4	68.6
Low - too low	4.7	23.3	16.3	37.2	18.6	2.58	32.8	67.2
Don't know - no response	6.5	14.0	30.9	24.8	23.8	2.55	57.8	42.2
Teachers' Salaries								
Too high - high	4.8	5.8	17.6	24.5	47.3	1.96	23.6	76.4
About right	2.0	12.6	24.4	28.3	32.6	2.23	27.9	72.1
Low - too low	3.8	13.1	21.5	32.5	29.1	2.30	30.9	69.1
Don't know - no response	7.6	16.1	31.1	23.4	21.8	2.64	61.0	39.0

TABLE 97

Item 45. The Tacoma Public Schools should offer learning situations which take students into the community (courtrooms, places of business, museums, etc.).

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	35.5	53.4	6.2	3.2	1.6	4.18	7.0	93.0
Age								
16-20	52.3	43.1	1.5	0.0	3.1	4.42	3.0	97.0
21-30	50.5	43.6	3.1	1.6	1.3	4.40	5.1	94.9
31-40	38.5	50.3	7.0	3.4	.8	4.22	3.5	96.5
41-50	34.5	53.2	6.9	3.5	1.9	4.15	3.7	95.3
51-60	27.5	59.6	6.2	4.6	2.1	4.06	8.5	91.5
61-94	21.5	64.3	9.1	3.3	1.9	4.00	13.2	86.8
Sex								
Male	32.3	54.2	7.0	4.0	2.5	4.10	5.7	94.3
Female	37.6	52.6	5.8	2.9	1.1	4.23	7.1	92.9
Education Level								
Less than 12th grade	31.8	54.3	9.0	3.4	1.4	4.12	13.2	86.8
High school diploma	32.9	54.2	6.8	4.5	1.6	4.12	5.2	94.8
Beyond high school, other than college	42.5	47.9	4.2	2.3	3.1	4.24	6.4	93.6
Some college	37.8	55.8	4.4	1.3	.6	4.29	4.4	95.6
College degree	39.8	51.2	4.3	3.4	1.2	4.25	.3	99.7
Length of Residence in Tacoma District								
Less than 6 years	44.6	47.7	4.3	2.1	1.4	4.32	5.3	94.7
6-10 years	40.6	50.8	5.6	1.5	1.5	4.27	6.0	94.0
11-20 years	35.7	52.2	6.6	4.5	1.0	4.17	5.5	94.5
Over 20 years	30.0	57.5	6.9	3.7	1.9	4.10	6.7	93.3
Ownership of Home								
Own	33.0	55.0	6.7	3.6	1.7	4.14	5.7	94.3
Rent	44.7	47.2	4.8	2.0	1.3	4.32	9.2	90.8
Have Children in Tacoma Public Schools								
Yes	37.8	51.1	6.5	3.2	1.4	4.21	2.9	97.1
No	33.7	55.0	6.1	3.3	1.8	4.15	9.8	90.2
Information about Schools								
Enough information	34.1	55.4	6.0	3.8	.7	4.18	6.5	93.5
Not enough information	36.8	51.8	6.2	2.8	2.5	4.18	5.1	94.9
Voice in Schools Operation								
Enough voice	34.6	55.3	6.0	3.7	.5	4.20	6.2	93.8
Not enough voice	35.9	52.0	6.4	3.1	2.5	4.16	5.6	94.4
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	35.1	54.4	5.6	3.6	1.3	4.19	3.4	96.6
Lack knowledge	37.9	51.8	5.1	2.6	2.6	4.20	6.0	94.0
Undecided	33.5	53.9	8.1	3.5	1.1	4.15	9.0	91.0
Administrative Salaries								
Too high - high	28.6	55.7	7.8	4.8	3.0	4.02	4.5	95.5
About right	38.6	52.3	5.4	2.9	.7	4.25	5.6	94.4
Low - too low	59.0	36.1	3.3	1.6	0.0	4.53	4.7	95.3
Don't know - no response	38.8	52.9	5.3	2.0	1.0	4.27	10.0	90.0
Teachers' Salaries								
Too high - high	28.2	52.5	7.6	7.4	4.4	3.93	5.6	94.4
About right	32.0	56.7	7.4	2.5	1.5	4.15	4.1	95.9
Low - too low	48.3	45.3	2.7	3.0	.6	4.38	3.5	96.5
Don't know - no response	38.4	52.9	5.4	2.3	.9	4.26	12.2	87.8

TABLE 98

Item 46. The Tacoma Public Schools should continually try out and evaluate new methods for educating students.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	30.9	48.8	9.8	6.4	4.1	3.96	7.7	92.3
Age								
16-20	50.8	36.9	9.2	1.5	1.5	4.34	3.0	97.0
21-30	43.6	41.5	8.0	3.6	3.3	4.19	5.7	94.3
31-40	32.7	44.6	9.4	8.2	5.2	3.91	3.3	96.7
41-50	28.7	47.5	11.0	8.1	4.7	3.87	4.8	95.2
51-60	23.5	55.3	11.2	6.5	3.5	3.89	9.1	90.9
61-94	21.7	60.7	9.3	5.5	2.9	3.93	14.8	85.2
Sex								
Male	27.5	51.5	9.0	6.8	5.1	3.90	6.9	93.1
Female	33.0	47.2	10.3	6.2	3.3	4.00	7.6	92.4
Education Level								
Less than 12th grade	27.2	54.3	9.3	5.7	3.5	3.96	14.3	85.7
High school diploma	28.4	50.0	10.7	7.4	3.5	3.92	5.7	94.3
Beyond high school, other than college	36.8	43.9	9.3	4.8	5.1	4.03	6.4	93.6
Some college	34.5	47.5	7.9	6.9	3.2	4.03	5.7	94.3
College degree	33.6	44.0	11.6	5.7	5.0	3.96	1.5	98.5
Length of Residence in Tacoma District								
Less than 6 years	39.6	43.8	8.0	4.7	3.9	4.11	5.7	94.3
6-10 years	36.0	44.7	9.8	4.2	5.3	4.02	6.7	93.3
11-20 years	30.9	49.8	8.3	7.9	3.1	3.98	6.0	94.0
Over 20 years	26.3	51.4	10.7	7.4	4.1	3.88	7.7	92.3
Ownership of Home								
Own	28.6	49.8	10.2	7.1	4.3	3.91	6.6	93.4
Rent	38.6	45.9	8.8	3.6	3.1	4.13	8.9	91.1
Have Children in Tacoma Public Schools								
Yes	31.3	44.8	11.1	7.9	5.0	3.90	4.4	95.6
No	30.7	52.3	8.8	5.1	3.2	4.02	9.8	90.2
Information about Schools								
Enough information	31.0	52.8	9.1	4.4	2.6	4.05	6.4	93.6
Not enough information	31.5	45.2	10.0	7.9	5.5	3.89	6.2	93.8
Voice in Schools Operation								
Enough voice	31.2	55.1	9.1	3.0	1.6	4.11	6.3	93.7
Not enough voice	30.9	44.0	9.8	9.2	6.1	3.84	6.4	93.6
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	31.6	48.4	8.2	7.4	4.5	3.95	4.1	95.9
Lack knowledge	34.1	44.4	10.9	6.8	3.8	3.98	7.0	93.0
Undecided	27.3	53.4	10.3	5.1	3.9	3.95	9.2	90.8
Administrative Salaries								
Too high - high	23.8	47.9	10.5	10.0	7.8	3.70	4.9	95.1
About right	33.4	53.0	8.5	3.3	1.7	4.13	5.6	94.4
Low - too low	61.7	33.3	3.3	1.7	0.0	4.55	6.2	93.8
Don't know - no response	34.4	48.1	10.4	5.0	2.1	4.08	11.4	88.6
Teachers' Salaries								
Too high - high	23.3	44.7	9.6	11.5	10.8	3.58	5.8	94.2
About right	27.2	52.5	9.8	6.5	4.0	3.92	5.0	95.0
Low - too low	47.9	38.9	7.2	3.3	2.7	4.26	3.2	96.8
Don't know - no response	32.5	49.9	11.0	5.1	1.5	4.07	13.2	86.8

TABLE 99

Item 47. The Tacoma Public Schools do a good job preparing their graduates who enter directly into an occupation without further training.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	4.5	22.7	28.2	26.6	18.0	2.69	33.1	66.9
Age								
16-20	2.0	9.8	27.5	33.3	27.5	2.26	23.9	76.1
21-30	4.6	16.7	27.7	28.2	22.8	2.52	36.2	63.8
31-40	4.6	19.4	32.1	25.4	18.5	2.66	33.3	66.7
41-50	3.6	23.1	27.2	26.5	19.5	2.65	27.3	72.7
51-60	5.6	25.3	24.7	27.9	16.5	2.76	28.1	71.9
61-94	5.8	31.9	31.5	22.7	8.1	3.04	40.2	59.8
Sex								
Male	3.6	22.5	25.9	27.7	20.3	2.61	30.6	69.4
Female	5.2	22.7	29.9	25.8	16.4	2.75	34.1	65.9
Education Level								
Less than 12th grade	6.5	29.5	27.5	22.5	14.0	2.92	39.5	60.5
High school diploma	3.9	22.6	28.6	27.3	17.6	2.68	31.0	69.0
Beyond high school, other than college	5.8	20.7	25.7	28.3	19.6	2.65	26.8	73.2
Some college	2.8	18.3	28.7	30.0	20.2	2.54	33.9	66.1
College degree	2.7	19.1	33.3	25.3	19.6	2.60	30.3	69.7
Length of Residence in Tacoma District								
Less than 6 years	3.6	18.6	33.2	25.2	19.3	2.62	49.5	50.5
6-10 years	6.0	20.8	35.5	18.0	19.7	2.75	35.3	64.7
11-20 years	4.8	22.0	24.1	30.8	18.3	2.64	26.5	73.5
Over 20 years	4.1	24.2	26.8	27.9	16.9	2.71	25.9	74.1
Ownership of Home								
Own	4.3	23.4	27.6	28.0	16.7	2.71	31.1	68.9
Rent	5.1	20.5	30.3	21.3	22.7	2.64	38.3	61.7
Have Children in Tacoma Public Schools								
Yes	3.5	21.3	29.5	27.1	18.6	2.64	30.5	69.5
No	5.4	24.1	26.9	26.3	17.4	2.74	34.8	65.2
Information about Schools								
Enough information	5.3	31.5	30.4	21.5	11.3	2.98	29.2	70.8
Not enough information	3.8	15.1	26.2	30.9	24.0	2.44	33.1	66.9
Voice in Schools Operation								
Enough voice	4.5	33.6	31.2	21.3	9.4	3.02	34.0	66.0
Not enough voice	4.3	16.3	25.7	30.0	23.8	2.47	28.8	71.2
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	4.5	26.5	24.8	27.0	17.3	2.74	21.1	78.9
Lack knowledge	3.5	17.6	26.3	29.0	23.5	2.49	39.6	60.4
Undecided	5.6	22.3	35.1	23.9	13.1	2.83	37.3	62.7
Administrative Salaries								
Too high - high	2.9	19.4	28.0	29.8	19.8	2.56	21.5	78.5
About right	6.5	26.7	24.9	24.9	16.9	2.81	27.2	72.8
Low - too low	12.5	22.5	25.0	37.5	2.5	3.05	37.5	62.5
Don't know - no response	4.6	24.2	30.9	22.9	17.4	2.76	46.3	53.7
Teachers' Salaries								
Too high - high	2.7	18.7	23.6	30.8	24.2	2.45	23.4	76.6
About right	4.2	24.4	28.9	26.6	15.9	2.74	24.2	75.8
Low - too low	6.1	18.6	25.9	28.3	21.1	2.60	28.0	72.0
Don't know - no response	5.5	24.6	30.9	23.0	16.1	2.81	49.5	50.5

TABLE 100

Item 48. The Tacoma Public Schools do a good job preparing students who are planning on entering business schools or vocational-technical schools.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	8.2	56.5	19.4	10.9	5.0	3.52	31.0	69.0
Age								
16-20	9.1	49.1	16.4	21.8	3.6	3.38	17.9	82.1
21-30	7.5	51.8	22.9	12.1	5.7	3.43	36.4	63.6
31-40	8.4	54.7	22.1	9.8	5.0	3.52	31.0	69.0
41-50	7.6	53.6	20.0	13.8	4.9	3.45	25.1	74.9
51-60	6.9	62.9	15.1	9.4	5.7	3.56	26.0	74.0
61-94	11.1	63.4	15.9	7.0	2.5	3.74	36.3	63.7
Sex								
Male	6.4	56.0	19.3	12.1	6.2	3.44	31.0	69.0
Female	9.3	56.9	19.4	10.3	4.1	3.57	30.8	69.2
Education Level								
Less than 12th grade	12.7	58.4	14.8	10.0	4.1	3.66	35.6	64.4
High school diploma	7.1	58.0	20.4	10.9	3.6	3.54	28.2	71.8
Beyond high school, other than college	7.4	57.7	18.7	9.5	6.7	3.50	24.7	75.3
Some college	7.8	54.2	22.5	10.8	4.8	3.49	32.5	67.5
College degree	5.0	50.2	21.0	15.5	8.2	3.28	32.2	67.8
Length of Residence in Tacoma District								
Less than 6 years	7.3	49.1	22.7	14.3	6.6	3.36	49.7	50.3
6-10 years	7.3	57.1	22.0	7.9	5.8	3.52	32.5	67.5
11-20 years	6.0	58.9	19.4	12.8	2.9	3.52	25.5	74.5
Over 20 years	8.4	57.9	18.2	10.5	5.0	3.54	23.2	76.8
Ownership of Home								
Own	7.8	57.6	18.8	10.9	4.9	3.53	28.8	71.2
Rent	10.0	52.0	21.2	11.0	5.7	3.50	36.8	63.2
Have Children in Tacoma Public Schools								
Yes	7.1	56.4	20.1	11.0	5.3	3.49	28.3	71.7
No	9.1	56.5	18.7	10.9	4.8	3.54	32.9	67.1
Information about Schools								
Enough information	10.1	62.0	16.6	8.5	2.9	3.68	26.3	73.7
Not enough information	6.3	51.8	21.8	13.0	7.0	3.38	31.6	68.4
Voice in Schools Operation								
Enough voice	10.3	64.2	15.7	7.7	2.1	3.73	29.7	70.3
Not enough voice	6.4	51.5	21.4	13.3	7.3	3.36	28.0	72.0
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	8.7	63.1	12.2	11.0	5.1	3.59	18.6	81.4
Lack knowledge	5.5	50.6	22.5	14.1	7.3	3.33	37.7	62.3
Undecided	9.6	53.0	27.0	7.8	2.6	3.59	35.2	64.8
Administrative Salaries								
Too high - high	5.3	53.6	20.8	12.8	7.5	3.36	22.0	78.0
About right	10.5	59.1	17.3	9.7	3.5	3.63	20.5	79.5
Low - too low	14.3	54.8	19.0	11.9	0.0	3.71	34.4	65.6
Don't know - no response	9.7	58.3	19.2	9.4	3.4	3.62	44.5	55.5
Teachers' Salaries								
Too high - high	4.2	48.7	22.1	14.0	11.0	3.21	22.4	77.6
About right	7.9	59.3	18.8	10.3	3.7	3.57	32.4	78.6
Low - too low	11.9	55.7	14.6	12.3	5.5	3.56	26.2	73.8
Don't know - no response	9.6	57.3	20.8	9.2	3.1	3.61	47.7	52.3

TABLE 101

Item 49. The Tacoma Public Schools do a good job preparing students who plan to attend college.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	8.6	57.9	18.8	10.9	3.9	3.56	27.6	72.4
Age								
16-20	13.0	51.9	20.4	11.1	3.7	3.59	19.4	80.6
21-30	8.5	50.1	23.1	12.7	5.6	3.43	35.3	64.7
31-40	8.2	57.1	21.6	10.3	2.9	3.57	26.8	73.2
41-50	8.3	57.0	18.0	13.2	3.5	3.54	20.4	79.6
51-60	6.5	66.3	14.7	7.9	4.6	3.62	22.2	77.8
61-94	11.6	61.6	15.2	9.2	2.4	3.71	31.8	68.2
Sex								
Male	6.9	56.7	18.7	12.5	5.3	3.47	26.2	73.8
Female	9.7	58.5	19.0	9.8	2.9	3.62	27.9	72.1
Education Level								
Less than 12th grade	10.9	60.5	16.8	8.0	3.8	3.67	33.7	66.3
High school diploma	7.2	58.5	20.6	10.5	3.3	3.56	27.5	72.5
Beyond high school, other than college	9.2	51.4	21.1	13.0	5.3	3.46	24.7	75.3
Some college	7.7	56.7	16.4	14.2	5.0	3.48	23.4	76.6
College degree	9.4	61.7	17.2	9.4	2.3	3.66	20.7	79.3
Length of Residence in Tacoma District								
Less than 6 years	7.5	54.2	23.1	10.2	5.1	3.49	45.7	54.3
6-10 years	8.5	59.5	21.0	9.5	1.5	3.64	29.3	70.7
11-20 years	7.8	60.6	17.4	10.5	3.7	3.58	20.3	79.7
Over 20 years	8.7	58.2	17.4	11.8	3.9	3.56	19.5	80.5
Ownership of Home								
Own	8.2	58.2	18.7	11.1	3.7	3.56	24.4	75.6
Rent	10.2	56.9	18.7	9.2	5.0	3.58	36.3	63.7
Have Children in Tacoma Public Schools								
Yes	8.1	57.0	20.4	10.9	3.6	3.55	23.6	76.4
No	9.1	58.5	17.6	10.6	4.2	3.58	30.4	69.6
Information about Schools								
Enough information	11.6	66.0	14.3	6.5	1.7	3.79	21.9	78.1
Not enough information	5.9	50.6	23.0	14.6	5.8	3.36	29.0	71.0
Voice in Schools Operation								
Enough voice	12.1	66.2	15.5	5.1	1.1	3.83	25.4	74.6
Not enough voice	6.0	51.8	21.2	15.1	5.8	3.37	24.7	75.3
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	11.5	62.7	12.0	10.2	3.6	3.68	15.3	84.7
Lack knowledge	6.1	51.1	22.1	14.8	5.9	3.37	34.6	65.4
Undecided	6.7	57.7	25.2	8.4	2.0	3.59	31.2	68.8
Administrative Salaries								
Too high - high	5.8	56.2	19.0	13.7	5.3	3.43	18.3	81.7
About right	11.2	60.8	15.2	10.0	2.8	3.68	18.2	81.8
Low - too low	19.6	52.2	21.7	6.5	0.0	3.85	28.1	71.9
Don't know - no response	9.4	58.3	20.9	8.3	3.2	3.63	40.8	59.2
Teachers' Salaries								
Too high - high	4.7	51.8	20.5	14.0	9.1	3.29	20.8	79.2
About right	8.2	60.1	17.3	11.8	2.7	3.59	18.0	82.0
Low - too low	12.3	57.8	17.7	9.0	3.2	3.67	19.2	80.8
Don't know - no response	9.8	58.1	20.7	8.3	3.0	3.64	44.6	55.4

TABLE 102

Item 50. All students in the Tacoma Public Schools should be given free hot lunches.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	No Response or No Opinion	% Response Rate
Total Response	8.0	9.8	10.8	37.4	33.9	2.21	7.3	92.7
Age								
16-20	12.5	20.3	12.5	35.9	18.8	2.72	4.5	95.5
21-30	12.4	8.7	14.0	35.1	29.8	2.39	5.7	94.3
31-40	7.0	8.0	10.4	39.1	35.5	2.12	3.8	96.2
41-50	8.2	9.6	10.0	34.0	38.2	2.16	5.6	94.4
51-60	5.8	9.8	9.8	39.5	35.1	2.12	9.1	90.9
61-94	5.6	12.6	9.8	41.5	30.5	2.21	13.0	87.0
Sex								
Male	7.6	11.0	10.5	35.3	35.7	2.20	6.7	93.3
Female	8.3	9.4	11.0	38.6	32.7	2.22	7.4	92.6
Education Level								
Less than 12th grade	10.6	14.8	13.3	40.4	20.9	2.54	13.0	87.0
High school diploma	8.8	10.5	11.1	35.3	34.2	2.24	5.9	94.1
Beyond high school, other than college	9.6	6.5	8.7	37.7	37.5	2.13	5.8	94.2
Some college	5.9	9.1	11.0	39.1	34.9	2.12	4.4	95.6
College degree	1.9	5.1	8.7	35.9	48.4	1.76	3.4	96.6
Length of Residence in Tacoma District								
Less than 6 years	9.5	11.9	12.5	35.2	30.9	2.34	7.0	93.0
6-10 years	10.7	11.9	11.9	36.3	29.3	2.39	4.6	95.4
11-20 years	8.2	9.9	11.8	38.5	31.6	2.25	7.4	92.6
Over 20 years	7.2	8.8	9.2	37.3	37.4	2.11	6.9	93.1
Ownership of Home								
Own	7.2	9.2	9.3	37.8	36.6	2.13	5.7	94.3
Rent	11.1	12.2	15.5	36.4	24.8	2.48	11.3	88.7
Have Children in Tacoma Public Schools								
Yes	8.4	8.5	11.0	38.1	34.1	2.19	3.8	96.2
No	7.9	11.1	10.5	36.8	33.7	2.23	9.7	90.3
Information about Schools								
Enough information	7.3	8.7	10.4	40.9	32.8	2.17	5.9	94.1
Not enough information	8.7	10.7	11.4	34.1	35.2	2.24	6.1	93.9
Voice in Schools Operation								
Enough voice	8.6	8.6	11.8	41.9	29.2	2.25	6.6	93.4
Not enough voice	7.7	10.7	10.2	34.4	37.0	2.18	5.5	94.5
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	6.8	8.8	8.8	36.9	38.8	2.08	3.7	96.3
Lack knowledge	10.4	10.8	9.8	35.8	33.2	2,30	6.2	93.8
Undecided	7.1	10.2	14.5	39.5	28.7	2.28	9.6	90.4
Administrative Salaries								
Too high - high	6.3	7.0	5.7	35.1	46.0	1.92	3.6	96.4
About right	8.5	11.8	13.9	36.6	29.3	2.34	5.6	94.4
Low - too low	14.5	17.7	14.5	24.2	29.0	2.65	3.1	96.9
Don't know - no response	9.1	11.0	13.8	41.1	25.0	2.38	11.8	88.2
Teachers' Salaries								
Too high - high	6.7	8.7	4.8	33.7	46.2	1.96	3.7	96.3
About right	6.6	8.6	9.4	37.2	38.2	2.08	4.7	95.3
Low - too low	11.2	11.8	12.4	36.6	28.1	2.41	3.5	96.5
Don't know - no response	9.3	11.1	14.8	40.0	24.7	2.40	13.3	86.7

TABLE 103

Item 51. The Tacoma Public Schools should provide educational opportunities for those students who have dropped out of school but want to continue their studies.

	% Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean Value	No Response or No Opinion	Response Rate
Total Response	25.2	46.1	9.8	10.2	8.5	3.69	7.2	92.8
Age								
16-20	43.9	28.8	13.6	7.6	6.1	3.97	1.5	98.5
21-30	36.7	38.7	8.5	8.1	8.1	3.88	4.6	95.4
31-40	27.2	42.1	11.1	10.7	8.9	3.68	4.4	95.6
41-50	23.1	46.3	11.7	9.2	9.7	3.64	4.6	95.4
51-60	18.4	52.5	6.9	12.4	9.7	3.58	8.2	91.8
61-94	15.4	57.8	8.9	11.2	6.8	3.64	13.0	87.0
Sex								
Male	20.7	48.7	8.7	11.4	10.5	3.58	6.2	93.8
Female	27.6	45.0	10.4	9.3	7.7	3.76	7.4	92.6
Education Level								
Less than 12th grade	28.4	46.4	8.6	9.7	6.9	3.80	11.1	88.9
High school diploma	20.8	44.9	11.7	12.1	10.5	3.53	7.1	92.9
Beyond high school, other than college	30.1	44.3	7.8	8.4	9.5	3.77	4.8	95.2
Some college	26.3	45.6	9.9	10.5	7.8	3.72	3.8	96.2
College degree	25.2	52.1	8.9	6.7	7.0	3.82	3.1	96.9
Length of Residence in Tacoma District								
Less than 6 years	33.1	42.0	9.8	8.0	7.1	3.86	6.1	93.9
6-10 years	32.7	43.6	8.6	7.1	7.9	3.86	6.0	94.0
11-20 years	25.1	45.5	9.3	9.9	10.3	3.65	5.3	94.7
Over 20 years	20.0	48.9	10.4	11.3	9.5	3.59	7.1	92.9
Ownership of Home								
Own	22.2	47.3	9.8	11.2	9.6	3.61	5.7	94.3
Rent	35.0	42.6	9.6	6.7	6.1	3.94	10.4	89.6
Have Children in Tacoma Public Schools								
Yes	25.9	45.6	10.6	9.5	8.4	3.71	4.3	95.7
No	24.6	46.5	9.2	10.6	9.1	3.67	9.0	91.0
Information about Schools								
Enough information	22.0	51.1	10.4	9.4	7.2	3.71	5.9	94.1
Not enough information	27.6	42.1	9.1	11.0	10.2	3.66	5.7	94.3
Voice in Schools Operation								
Enough voice	23.4	50.1	10.4	9.6	6.5	3.74	6.0	94.0
Not enough voice	26.2	42.8	9.0	11.0	11.0	3.62	5.5	94.5
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	22.7	48.7	9.3	10.2	9.2	3.65	3.9	96.1
Lack knowledge	29.2	42.1	8.8	10.7	9.3	3.71	6.3	93.7
Undecided	24.0	47.2	11.6	9.3	7.9	3.70	8.8	91.2
Administrative Salaries								
Too high - high	17.3	48.0	9.3	12.7	12.8	3.44	4.6	95.4
About right	28.7	49.6	7.9	8.6	5.2	3.88	5.2	94.8
Low - too low	39.1	39.1	10.9	7.8	3.1	4.03	0.0	100.0
Don't know - no response	29.9	42.7	11.3	8.9	7.3	3.79	10.9	89.1
Teachers' Salaries								
Too high - high	18.6	42.8	10.6	12.1	15.9	3.36	4.2	95.8
About right	20.9	51.2	9.3	10.5	8.2	3.66	4.6	95.4
Low - too low	36.6	40.8	7.5	8.7	6.3	3.93	2.9	97.1
Don't know - no response	29.2	43.3	10.8	9.6	7.1	3.78	13.0	87.0

TABLE 104

Item 52. The Tacoma Public Schools should provide special educational opportunities for students who are economically and socially disadvantaged.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	24.0	46.3	12.0	11.4	6.3	3.70	7.3	92.7
Age								
16-20	37.9	42.4	9.1	7.6	3.0	4.05	1.5	98.5
21-30	33.1	40.8	12.8	8.3	5.0	3.89	4.6	95.4
31-40	23.9	40.6	12.2	14.8	8.5	3.57	5.0	95.0
41-50	23.0	44.8	11.5	14.3	6.6	3.63	5.9	94.1
51-60	19.0	51.7	13.8	9.8	5.7	3.69	6.8	93.2
61-94	17.6	59.3	9.6	8.0	5.4	3.76	13.8	86.2
Sex								
Male	20.0	47.4	10.9	13.2	8.5	3.57	6.6	93.4
Female	26.4	45.8	12.7	10.3	4.9	3.79	7.4	92.6
Education Level								
Less than 12th grade	27.8	48.5	11.0	7.4	5.3	3.86	10.5	89.5
High school diploma	22.7	45.9	11.8	13.7	5.9	3.66	7.5	92.5
Beyond high school, other than college	25.4	43.3	12.6	10.1	8.7	3.67	5.0	95.0
Some college	24.3	45.6	12.9	11.0	6.3	3.71	4.2	95.8
College degree	20.8	47.8	12.2	13.5	5.8	3.64	3.4	96.6
Length of Residence in Tacoma District								
Less than 6 years	34.0	39.5	10.9	9.6	6.1	3.86	5.7	94.3
6-10 years	27.9	48.9	8.4	11.1	3.8	3.86	7.4	92.6
11-20 years	24.7	43.6	13.2	12.8	5.8	3.69	5.3	94.7
Over 20 years	18.8	49.0	13.4	11.3	7.5	3.60	6.9	93.1
Ownership of Home								
Own	20.7	47.0	12.7	12.4	7.1	3.62	6.0	94.0
Rent	35.3	44.6	9.4	7.4	3.3	4.01	9.8	90.2
Have Children in Tacoma Public Schools								
Yes	23.3	45.2	12.0	13.0	6.5	3.66	4.7	95.3
No	24.7	47.4	11.9	10.1	5.9	3.75	8.8	91.2
Information about Schools								
Enough information	22.9	50.8	12.2	10.0	4.2	3.78	5.9	94.1
Not enough information	24.8	42.7	11.6	12.7	8.1	3.63	5.9	94.1
Voice in Schools Operation								
Enough voice	24.8	50.7	11.7	8.8	4.0	3.84	6.5	93.5
Not enough voice	23.4	43.0	11.6	13.8	8.2	3.60	5.4	94.6
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	22.3	47.2	10.1	13.6	6.7	3.65	3.9	96.1
Lack knowledge	27.9	42.1	11.4	11.1	7.5	3.72	6.1	93.9
Undecided	21.6	49.9	14.8	9.2	4.5	3.75	9.4	90.6
Administrative Salaries								
Too high - high	16.9	42.1	12.6	17.7	10.7	3.37	5.1	94.9
About right	25.3	52.6	10.8	7.5	3.8	3.88	5.7	94.3
Low - too low	48.4	43.5	4.8	1.6	1.6	4.36	3.1	96.9
Don't know - no response	28.4	47.1	12.5	8.3	3.7	3.88	10.4	89.6
Teachers' Salaries								
Too high - high	17.6	34.1	15.5	17.9	15.0	3.22	4.2	95.8
About right	19.1	51.9	11.4	12.2	5.4	3.67	5.2	94.8
Low - too low	36.9	40.5	9.3	9.3	3.9	3.97	2.9	97.1
Don't know - no response	28.1	47.7	12.0	8.1	4.1	3.88	12.7	87.3

TABLE 105

Item 53. The elementary school counselors are doing a good job.

	% Strongly Agree	% Agree	Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	7.8	37.3	29.6	12.8	12.5	3.15	43.8	56.2
Age								
16-20	2.8	22.2	50.0	8.3	16.7	2.86	46.3	53.7
21-30	7.2	37.7	32.9	10.6	11.6	3.18	49.9	50.1
31-40	9.3	36.6	27.3	14.8	11.9	3.17	33.7	66.3
41-50	7.8	38.4	27.6	12.2	13.9	3.14	36.9	63.1
51-60	7.0	35.2	31.9	12.6	13.3	3.10	42.9	57.1
61-94	8.6	42.1	28.5	12.7	8.1	3.30	55.2	44.8
Sex								
Male	5.0	33.6	32.9	16.0	12.6	3.02	44.4	55.6
Female	9.5	39.6	27.9	10.8	12.2	3.24	43.1	56.9
Education Level								
Less than 12th grade	12.4	42.8	26.6	10.1	8.1	3.41	45.8	54.2
High school diploma	6.9	37.4	31.0	13.4	11.3	3.15	42.8	57.2
Beyond high school, other than college	8.2	33.3	32.9	13.4	12.1	3.12	38.7	61.3
Some college	4.5	37.2	29.7	13.2	15.4	3.02	46.3	53.7
College degree	6.5	35.5	26.3	14.0	17.7	2.99	42.4	57.6
Length of Residence in Tacoma District								
Less than 6 years	8.6	38.6	30.3	10.5	12.0	3.21	50.8	49.2
6-10 years	9.6	41.2	24.9	14.1	10.2	3.26	37.5	62.5
11-20 years	9.0	42.0	27.9	8.7	12.5	3.26	39.2	60.8
Over 20 years	7.1	34.4	30.5	14.6	13.4	3.07	41.8	58.2
Ownership of Home								
Own	7.7	36.7	28.5	13.8	13.3	3.12	41.9	58.1
Rent	8.1	39.2	34.0	9.0	9.6	3.27	48.1	51.9
Have Children in Tacoma Public Schools								
Yes	9.1	40.8	26.3	12.3	11.6	3.24	31.1	68.9
No	6.2	33.4	33.6	13.4	13.4	3.06	53.9	46.1
Information about Schools								
Enough information	9.6	47.3	25.0	11.3	6.8	3.42	37.9	62.1
Not enough information	6.2	28.5	33.1	14.3	17.8	2.91	45.8	54.2
Voice in Schools Operation								
Enough voice	11.3	49.5	26.2	7.5	5.6	3.54	41.4	58.6
Not enough voice	5.3	29.6	30.2	16.8	18.0	2.87	41.8	58.2
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	8.7	42.6	20.8	14.6	13.3	3.19	30.1	69.9
Lack knowledge	6.4	32.1	31.2	13.5	16.7	2.98	51.6	48.4
Undecided	7.6	34.5	41.6	9.1	7.1	3.26	49.4	50.6
Administrative Salaries								
Too high - high	4.2	26.9	30.1	19.2	19.6	2.77	35.9	64.1
About right	9.5	46.2	28.4	8.3	7.5	3.42	34.9	65.1
Low - too low	15.0	30.0	20.0	20.0	15.0	3.10	37.5	62.5
Don't know - no response	10.5	44.4	30.7	7.4	7.0	3.44	55.9	44.1
Teachers' Salaries								
Too high - high	4.5	26.1	30.6	19.0	19.8	2.77	38.0	62.0
About right	6.5	38.9	28.9	13.5	12.1	3.14	36.4	63.6
Low - too low	11.9	31.1	32.0	11.9	13.2	3.16	36.1	63.9
Don't know - no response	9.9	45.0	28.8	8.0	8.2	3.40	57.6	42.4

TABLE 106

Item 54. The junior and senior high school counselors are doing a good job.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	5.3	34.3	26.1	18.8	15.6	2.99	41.1	58.9
Age								
16-20	5.8	42.3	15.4	21.2	15.4	3.02	22.4	77.6
21-30	2.9	29.0	34.1	19.9	14.1	2.87	52.7	47.3
31-40	5.9	30.7	32.7	17.7	13.0	2.99	34.7	65.3
41-50	5.3	34.6	23.4	21.2	15.5	2.93	29.5	70.5
51-60	5.1	36.5	25.7	18.2	14.5	2.99	37.4	62.6
61-94	8.2	43.3	28.6	13.4	6.5	3.33	53.1	46.9
Sex								
Male	2.9	29.8	29.5	23.3	14.4	2.83	39.7	60.3
Female	6.9	36.9	27.1	16.2	12.9	3.09	41.5	58.5
Education Level								
Less than 12th grade	9.2	43.4	25.3	12.4	9.8	3.30	45.4	54.6
High school diploma	5.2	34.5	28.0	18.2	14.1	2.99	40.2	59.8
Beyond high school, other than college	4.2	29.2	30.8	25.0	10.8	2.91	36.3	63.7
Some college	4.3	27.7	28.4	21.6	18.0	2.79	43.8	56.2
College degree	2.3	34.9	28.4	20.5	14.0	2.91	33.4	66.6
Length of Residence in Tacoma District								
Less than 6 years	5.3	30.0	32.8	18.2	13.8	2.95	54.5	45.5
6-10 years	6.9	33.9	28.7	20.7	9.8	3.08	38.5	61.5
11-20 years	5.8	39.4	23.3	16.3	15.2	3.04	33.1	66.9
Over 20 years	4.5	33.7	28.3	19.5	14.1	2.95	37.4	62.6
Ownership of Home								
Own	4.8	33.9	27.6	19.7	14.0	2.96	39.4	60.6
Rent	7.4	35.3	29.9	15.6	11.8	3.11	44.9	55.1
Have Children in Tacoma Public Schools								
Yes	5.4	34.4	26.9	19.1	14.3	2.98	31.4	68.6
No	5.2	34.3	29.1	18.4	13.0	3.00	48.7	51.3
Information about Schools								
Enough information	6.9	45.2	23.6	15.4	8.9	3.26	35.0	65.0
Not enough information	3.9	24.3	31.7	22.0	18.1	2.74	43.2	56.8
Voice in Schools Operation								
Enough voice	8.4	47.8	24.3	12.6	6.9	3.38	39.4	60.6
Not enough voice	3.4	25.2	29.4	23.3	18.8	2.71	38.4	61.6
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	6.3	40.9	19.4	19.5	14.0	3.06	26.6	73.4
Lack knowledge	4.9	26.5	31.6	19.4	17.7	2.82	49.7	50.3
Undecided	4.4	32.1	37.3	17.1	9.1	3.06	46.6	53.4
Administrative Salaries								
Too high - high	3.2	24.3	28.4	25.0	19.0	2.68	31.8	68.2
About right	7.5	44.8	23.8	15.1	8.8	3.27	32.7	67.3
Low - too low	9.1	27.3	27.3	25.0	11.4	2.98	31.2	68.8
Don't know - no response	6.0	40.0	30.9	12.8	10.2	3.19	54.5	45.5
Teachers' Salaries								
Too high - high	2.4	22.9	28.8	24.7	21.2	2.61	32.4	67.6
About right	4.2	36.4	26.9	19.8	12.7	3.00	32.5	67.5
Low - too low	8.8	30.3	28.5	21.1	11.4	3.04	33.5	66.5
Don't know - no response	7.5	40.5	29.4	11.7	10.9	3.22	57.7	42.3

TABLE 107

Item 55. The school psychologists are doing a good job.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	5.9	27.9	35.1	15.1	16.0	2.93	50.9	49.1
Age								
16-20	2.9	26.5	44.1	14.7	11.8	2.94	49.2	50.8
21-30	7.2	23.9	37.5	17.9	13.5	2.93	56.9	43.1
31-40	6.8	27.6	33.8	15.0	16.7	2.93	43.5	56.5
41-50	5.2	25.8	35.1	13.9	20.0	2.82	46.8	53.2
51-60	4.2	28.6	35.3	15.1	16.8	2.88	49.7	50.3
61-94	7.0	39.0	32.4	14.1	7.5	3.24	56.8	43.2
Sex								
Male	3.7	22.0	37.6	19.1	17.6	2.75	50.4	49.6
Female	7.3	31.4	33.8	12.8	14.7	3.04	50.9	49.1
Education Level								
Less than 12th grade	8.6	37.3	32.0	9.2	12.9	3.20	52.5	47.5
High school diploma	3.5	28.5	36.0	15.5	16.6	2.87	53.0	47.0
Beyond high school, other than college	8.6	22.8	34.5	18.3	15.7	2.90	47.7	52.3
Some college	5.1	21.7	41.3	15.7	16.2	2.84	52.5	47.5
College degree	5.7	26.6	30.2	19.3	18.2	2.82	40.6	59.4
Length of Residence in Tacoma District								
Less than 6 years	8.9	25.9	37.1	11.6	16.5	2.99	58.7	41.3
6-10 years	7.1	33.8	31.2	16.9	11.0	3.09	45.6	54.4
11-20 years	5.9	28.9	33.7	13.7	17.8	2.92	47.4	52.6
Over 20 years	4.8	26.8	35.0	16.9	16.5	2.87	48.6	51.4
Ownership of Home								
Own	5.6	27.9	34.3	15.1	17.1	2.90	49.4	50.6
Rent	6.6	27.9	37.9	15.3	12.3	3.01	54.6	45.4
Have Children in Tacoma Public Schools								
Yes	7.0	29.2	33.2	13.3	17.3	2.95	43.9	56.1
No	4.8	26.7	36.9	17.1	14.5	2.90	56.4	43.6
Information about Schools								
Enough information	7.2	38.8	31.1	12.5	10.4	3.20	45.8	54.2
Not enough information	4.8	17.8	38.3	18.0	21.0	2.68	52.4	47.6
Voice in Schools Operation								
Enough voice	8.7	41.6	32.3	10.4	6.9	3.35	49.9	50.1
Not enough voice	4.0	18.7	35.9	18.7	22.7	2.63	48.2	51.8
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	6.9	33.3	26.5	17.1	16.2	2.98	39.3	60.7
Lack knowledge	4.9	20.4	37.2	15.8	21.7	2.71	57.0	43.0
Undecided	5.2	27.5	45.9	11.7	9.8	3.07	56.5	43.5
Administrative Salaries								
Too high - high	3.1	19.4	31.6	21.9	24.0	2.56	41.2	58.8
About right	6.8	37.3	37.3	10.8	7.7	3.25	42.5	57.5
Low - too low	10.3	30.8	25.6	12.8	20.5	2.97	39.1	60.9
Don't know - no response	8.8	32.1	39.4	9.0	10.7	3.19	64.7	35.3
Teachers' Salaries								
Too high - high	2.0	18.8	31.6	22.3	25.4	2.50	40.7	59.3
About right	4.9	27.8	37.4	15.3	14.7	2.93	43.9	56.1
Low - too low	8.7	32.0	26.2	16.5	16.5	3.00	39.9	60.1
Don't know - no response	9.1	32.8	39.1	8.2	10.7	3.22	67.5	32.5

TABLE 108

Item 56. The school social workers are doing a good job.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	6.1	31.7	35.2	13.5	13.6	3.03	51.5	48.5
Age								
16-20	0.0	25.8	45.2	16.1	12.9	2.84	53.7	46.3
21-30	6.6	28.7	34.5	16.7	13.6	2.98	55.7	44.3
31-40	7.3	28.0	36.7	12.8	15.2	2.99	44.3	55.7
41-50	5.6	33.0	34.8	12.4	14.2	3.04	47.7	52.3
51-60	3.8	29.9	38.5	12.8	15.0	2.95	50.5	49.5
61-94	8.5	42.9	28.3	13.2	7.1	3.33	57.0	43.0
Sex								
Male	3.8	27.5	36.9	16.1	15.7	2.88	49.9	50.1
Female	7.5	34.3	34.1	11.9	12.1	3.13	51.8	48.2
Education Level								
Less than 12th grade	9.4	39.1	30.9	10.1	10.4	3.27	51.9	48.1
High school diploma	4.7	31.3	37.3	12.2	14.4	3.00	53.3	46.7
Beyond high school, other than college	6.1	26.0	34.7	20.4	12.8	2.92	48.0	52.0
Some college	5.7	26.3	41.2	12.7	14.0	2.97	53.9	46.1
College degree	4.8	33.9	30.1	16.1	15.1	2.97	42.4	57.6
Length of Residence in Tacoma District								
Less than 6 years	7.1	31.1	34.2	12.4	15.1	3.03	58.6	41.4
6-10 years	9.1	37.7	32.5	14.3	6.5	3.29	45.6	54.4
11-20 years	6.5	33.2	33.2	10.7	16.4	3.03	48.9	51.1
Over 20 years	4.9	30.0	36.2	15.2	13.6	2.97	49.6	50.4
Ownership of Home								
Own	5.7	31.4	35.3	13.1	14.5	3.01	50.4	49.6
Rent	7.5	32.1	34.4	15.3	10.7	3.10	53.5	46.5
Have Children in Tacoma Public Schools								
Yes	7.2	33.5	33.6	11.7	14.0	3.08	43.6	56.4
No	4.9	29.7	36.8	15.2	13.3	2.98	57.4	42.6
Information about Schools								
Enough information	7.5	42.8	30.3	10.7	8.7	3.30	45.8	54.2
Not enough information	4.8	21.5	39.2	16.1	18.3	2.79	53.5	46.5
Voice in Schools Operation								
Enough voice	8.1	46.0	31.0	8.8	6.2	3.41	49.2	50.8
Not enough voice	4.5	22.1	37.1	16.9	19.4	2.75	49.6	50.4
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	6.7	37.8	27.0	14.2	14.3	3.08	39.8	60.2
Lack knowledge	4.5	24.6	36.2	16.4	18.3	2.81	58.0	42.0
Undecided	6.7	29.2	46.8	9.6	7.8	3.18	56.4	43.6
Administrative Salaries								
Too high - high	3.0	22.0	34.6	20.1	20.3	2.67	42.3	57.7
About right	8.0	41.4	34.6	8.9	7.1	3.34	42.7	57.3
Low - too low	7.9	26.3	31.6	18.4	15.8	2.92	40.6	59.4
Don't know - no response	8.8	38.0	36.8	7.3	9.0	3.30	64.8	35.2
Teachers' Salaries								
Too high - high	1.6	18.7	34.9	21.0	23.8	2.53	41.7	58.3
About right	6.1	32.0	36.6	13.3	12.0	3.07	44.7	55.3
Low - too low	7.4	32.5	31.5	14.8	13.8	3.05	40.8	59.2
Don't know - no response	8.8	40.9	34.6	7.2	8.5	3.34	67.4	32.6

TABLE 109

Item 57. The Tacoma Public Schools should provide special services for meeting the needs of physically, mentally and emotionally handicapped students.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	35.0	50.9	7.3	4.8	2.1	4.12	8.0	92.0
Age								
16-20	50.8	38.5	4.6	4.6	1.5	4.32	3.0	97.0
21-30	40.6	42.8	8.3	5.0	3.5	4.12	6.5	93.5
31-40	38.5	51.0	6.5	3.8	.2	4.24	4.8	95.2
41-50	34.4	50.2	9.4	4.3	1.8	4.11	6.2	93.8
51-60	32.4	54.3	5.5	5.1	2.8	4.09	8.0	92.0
61-94	24.4	61.7	5.6	6.3	2.1	4.00	12.6	87.4
Sex								
Male	31.2	53.3	6.6	6.0	3.0	4.04	7.3	92.7
Female	37.0	49.8	7.6	4.1	1.5	4.17	7.9	92.1
Education Level								
Less than 12th grade	35.6	50.0	6.5	5.8	2.1	4.11	10.7	89.3
High school diploma	31.0	52.9	8.7	5.1	2.3	4.05	8.3	91.7
Beyond high school, other than college	37.9	45.8	7.9	6.2	2.3	4.11	6.1	93.9
Some college	38.5	49.5	7.3	3.2	1.5	4.20	5.7	94.3
College degree	34.8	55.6	4.5	2.6	2.6	4.18	3.1	96.9
Length of Residence in Tacoma District								
Less than 6 years	40.2	45.9	5.8	4.6	3.6	4.15	7.4	92.6
6-10 years	38.1	46.3	10.9	3.5	1.2	4.17	9.2	90.8
11-20 years	33.5	51.4	7.9	5.6	1.7	4.09	6.2	93.8
Over 20 years	31.6	54.3	7.3	4.8	2.0	4.09	7.3	92.7
Ownership of Home								
Own	32.4	53.5	7.2	4.9	2.0	4.09	6.8	93.2
Rent	43.3	42.8	7.4	4.0	2.5	4.20	10.1	89.9
Have Children in Tacoma Public Schools								
Yes	36.5	50.6	7.6	3.9	1.4	4.17	4.7	95.3
No	33.7	51.1	7.1	5.5	2.6	4.08	10.1	89.9
Information about Schools								
Enough information	33.6	54.0	6.5	3.9	2.0	4.13	6.8	93.2
Not enough information	35.6	48.5	8.1	5.8	2.0	4.10	6.4	93.6
Voice in Schools Operation								
Enough voice	34.6	53.9	6.6	3.2	1.6	4.17	7.3	92.7
Not enough voice	35.3	48.3	7.9	6.2	2.3	4.08	6.1	93.9
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	35.7	52.2	5.8	4.4	2.0	4.15	4.9	95.1
Lack knowledge	35.8	49.3	7.1	5.1	2.7	4.10	6.2	93.8
Undecided	33.4	50.9	9.0	5.1	1.5	4.10	10.1	89.9
Administrative Salaries								
Too high - high	28.7	56.5	7.2	5.3	2.3	4.04	4.8	95.2
About right	36.8	50.3	5.9	5.1	1.9	4.15	6.1	93.9
Low - too low	54.8	38.7	4.8	0.0	1.6	4.45	3.1	96.9
Don't know - no response	38.8	46.6	8.3	4.4	2.0	4.16	12.1	87.9
Teachers' Salaries								
Too high - high	28.2	53.2	7.8	7.1	3.7	3.95	5.6	94.4
About right	32.0	55.6	6.9	4.2	1.3	4.13	5.4	94.6
Low - too low	46.8	39.6	6.9	3.3	3.3	4.23	3.5	96.5
Don't know - no response	37.4	48.3	7.5	5.0	1.8	4.15	13.6	86.4

TABLE 110

Item 58. Only a few basic building plans should be used in building new schools.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	47.2	30.3	8.6	8.9	5.0	4.06	14.3	85.7
Age								
16-20	18.0	20.0	30.0	22.0	10.0	3.14	25.4	74.6
21-30	36.8	24.5	14.7	14.7	9.4	3.65	19.4	80.6
31-40	49.7	28.2	8.1	10.3	3.8	4.10	13.9	86.1
41-50	52.2	27.0	8.7	7.3	4.8	4.15	9.3	90.7
51-60	53.0	32.3	4.8	6.2	3.8	4.25	11.0	89.0
61-94	47.5	41.0	4.1	5.1	2.4	4.26	15.8	84.2
Sex								
Male	49.1	29.0	7.3	9.4	5.2	4.07	10.1	89.9
Female	46.1	31.0	9.6	8.5	4.8	4.05	16.3	83.7
Education Level								
Less than 12th grade	42.5	34.7	9.8	8.0	5.0	4.02	21.5	78.5
High school diploma	49.9	29.5	8.6	7.6	4.4	4.13	14.2	85.8
Beyond high school, other than college	54.5	26.2	6.6	10.2	2.4	4.20	11.9	88.1
Some college	46.6	28.4	8.2	10.2	6.6	3.98	11.1	88.9
College degree	40.3	30.5	10.5	10.5	8.2	3.84	5.6	94.4
Length of Residence in Tacoma District								
Less than 6 years	35.2	29.6	13.9	12.5	8.8	3.70	20.4	79.6
6-10 years	30.7	35.9	13.4	13.4	6.5	3.71	18.4	81.6
11-20 years	47.3	28.4	8.8	10.4	5.2	4.02	13.4	86.6
Over 20 years	54.7	30.1	6.1	5.8	3.2	4.27	9.7	90.3
Ownership of Home								
Own	51.4	30.4	6.8	7.7	3.7	4.18	10.9	89.1
Rent	32.3	29.7	15.2	12.9	9.9	3.62	23.8	76.2
Have Children in Tacoma Public Schools								
Yes	48.1	28.5	9.1	9.7	4.6	4.06	12.4	87.6
No	46.6	31.5	8.4	8.2	5.4	4.06	15.3	84.7
Information about Schools								
Enough information	42.8	33.9	9.0	9.9	4.3	4.01	13.1	86.9
Not enough information	50.9	27.0	8.4	8.2	5.6	4.09	13.0	87.0
Voice in Schools Operation								
Enough voice	39.2	34.1	10.2	11.3	5.2	3.91	14.9	85.1
Not enough voice	52.9	27.4	7.5	7.6	4.6	4.17	11.7	88.3
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	47.1	30.6	7.4	10.3	4.7	4.05	9.4	90.6
Lack knowledge	52.2	26.1	8.8	6.9	6.0	4.12	13.0	87.0
Undecided	41.8	34.2	10.4	9.4	4.3	4.00	18.5	81.5
Administrative Salaries								
Too high - high	61.2	26.2	4.1	5.0	3.4	4.37	4.7	95.3
About right	36.5	36.0	11.7	11.1	4.6	3.89	11.8	88.2
Low - too low	23.1	23.1	17.3	17.3	19.2	3.14	18.7	81.3
Don't know - no response	39.3	31.8	11.3	11.4	6.2	3.87	24.0	76.0
Teachers' Salaries								
Too high - high	66.0	22.3	5.1	4.4	2.2	4.46	4.6	95.4
About right	49.1	31.3	7.0	8.1	4.4	4.13	8.4	91.6
Low - too low	29.7	31.1	15.0	15.0	9.2	3.57	14.6	85.4
Don't know - no response	40.9	33.0	10.2	10.2	5.8	3.93	25.4	74.6

TABLE 111

Item 59. The students in the Tacoma Public Schools are receiving a good education.

	% Strongly Agree	% Agree	% Undecided	% Disagree	% Strongly Disagree	Mean Value	% No Response or No Opinion	% Response Rate
Total Response	8.4	54.5	22.6	10.7	3.9	3.53	20.2	79.8
Age								
16-20	5.6	53.7	22.2	13.0	5.6	3.41	19.4	80.6
21-30	5.7	51.1	27.4	9.8	5.9	3.41	24.9	75.1
31-40	9.0	54.7	23.2	10.1	3.0	3.57	10.2	89.8
41-50	8.7	53.0	22.4	12.8	3.0	3.52	13.3	86.7
51-60	8.0	57.7	18.6	11.7	4.0	3.54	20.5	79.5
61-94	11.7	59.1	19.3	7.6	2.3	3.70	30.6	69.4
Sex								
Male	5.9	53.9	23.1	11.9	5.2	3.43	20.6	79.4
Female	10.0	55.1	22.1	9.9	2.9	3.59	19.3	80.7
Education Level								
Less than 12th grade	10.9	54.0	22.5	7.6	5.0	3.58	25.4	74.6
High school diploma	8.8	54.4	22.8	10.6	3.5	3.54	19.4	80.6
Beyond high school, other than college	7.3	51.4	24.8	12.4	4.1	3.45	16.4	83.6
Some college	5.8	59.0	19.2	12.6	3.4	3.51	16.8	83.2
College degree	8.5	52.6	24.8	11.5	2.6	3.53	16.4	83.6
Length of Residence in Tacoma District								
Less than 6 years	6.2	51.5	27.8	10.3	4.1	3.45	28.5	71.5
6-10 years	9.3	54.9	23.6	9.7	2.5	3.59	16.2	83.8
11-20 years	7.6	57.0	21.6	10.6	3.2	3.55	15.2	84.8
Over 20 years	8.3	55.3	21.3	11.2	3.9	3.53	16.5	83.5
Ownership of Home								
Own	8.4	53.9	22.9	11.5	3.4	3.52	17.5	82.5
Rent	8.6	56.8	21.6	7.4	5.6	3.56	26.7	73.3
Have Children in Tacoma Public Schools								
Yes	8.5	55.1	21.8	10.7	3.9	3.54	8.9	91.1
No	8.3	54.0	23.6	10.4	3.8	3.53	28.7	71.3
Information about Schools								
Enough information	12.3	65.8	15.4	5.0	1.4	3.83	14.5	85.5
Not enough information	5.0	44.6	28.8	15.5	6.1	3.27	21.0	79.0
Voice in Schools Operation								
Enough voice	12.4	68.8	14.3	3.4	1.0	3.88	17.0	83.0
Not enough voice	5.4	44.8	27.9	15.8	6.1	3.28	17.5	82.5
Knowledge about Kind of Education Tacoma Provides								
Have knowledge	11.9	61.3	12.1	10.8	3.9	3.67	6.5	93.5
Lack knowledge	5.2	44.3	30.5	14.3	5.8	3.29	29.2	70.8
Undecided	6.2	55.1	29.9	6.7	2.1	3.57	23.1	76.9
Administrative Salaries								
Too high - high	6.0	50.7	23.8	14.0	5.5	3.38	12.5	87.5
About right	9.9	58.7	22.1	7.3	2.1	3.67	12.4	87.6
Low - too low	18.2	54.5	12.7	10.9	3.6	3.73	14.1	85.9
Don't know - no response	9.4	56.1	22.2	9.0	3.3	3.59	31.5	68.5
Teachers' Salaries								
Too high - high	5.5	41.6	25.5	17.5	9.9	3.15	15.5	84.5
About right	8.0	58.5	21.7	9.2	2.5	3.60	10.9	89.1
Low - too low	11.4	52.5	20.5	12.8	2.7	3.57	13.4	86.6
Don't know - no response	9.2	56.6	23.1	7.9	3.2	3.61	35.5	64.5

APPENDIX B

CORRESPONDENCE

Letter of Announcement:

ANGELO GIAUDRONE, SUPERINTENDENT
TONEY SHELTON, BUS. MGR. AND DEPUTY SEC'Y.

MICHAEL J. STERBICK, PRESIDENT
FRANK J. GILLIHAN, VICE-PRESIDENT
JOHN H. ANDERSON
J. L. BOZE
DAVID R. TUELL, JR.

TACOMA PUBLIC SCHOOLS
ADMINISTRATION BUILDING TACOMA AVENUE AT SO EIGHTH
P O BOX 1357 · TACOMA WASHINGTON 98401 · FU 3-1811

January 11, 1971

Dear Friend:

Tacoma School District No. 10 is conducting a survey on education. Your address has been randomly selected for participation in this study, called Education for the 70's.

Your copy of the questionnaire will be delivered in a few days by a representative of the Education for the 70's project. Later, the completed questionnaire will be collected.

Your response will be anonymous; the only identification on the questionnaire will be one showing the school area in which you live.

The survey results will be analyzed and recommendations made to the Tacoma School Board on the basis of community opinion.

Your response is important to the future of education in Tacoma. Thank you for your cooperation and we appreciate your taking the time to respond to Education for the 70's.

Sincerely,

Mrs. Marlo Maki
(Mrs.) Marlo Maki, Co-Chairman

Del Cross
Del Cross, Co-Chairman
Steering Committee

SUPPLY AND MAINTENANCE BLDG · 3321 SO UNION AVENUE

Letter of Explanation:

ANGELO GIAUDRONE, SUPERINTENDENT
TONEY SHELTON, BUS. MGR. AND DEPUTY SEC'Y.

MICHAEL J. STERBICK, PRESIDENT
FRANK J. GILLIHAN, VICE-PRESIDENT
JOHN H. ANDERSON
J. L. BOZE
DAVID R. TUELL, JR

TACOMA PUBLIC SCHOOLS
ADMINISTRATION BUILDING · TACOMA AVENUE AT SO. EIGHTH
P. O. BOX 1357 · TACOMA, WASHINGTON 984[illegible]

January 1971

Dear Friend:

You have been selected to be a participant in a community survey, Education for the 70's. The survey is to help the Tacoma School Board determine community attitudes about public education.

Your response is important. Only if enough persons answer the community survey, can we have confidence in the results.

Your address is one of 10 per cent of the residences in the Tacoma School District randomly selected for this survey. A few minutes of your time will assure the School Board of a foundation of community involvement in setting the direction of Tacoma Public Schools in the 1970's.

The Tacoma School Board believes you and your fellow citizens should help determine the course of education in Tacoma for the next decade. It is this belief in citizen involvement that led to Education for the 70's. The project is a joint effort of the School Board, the Tacoma Council of PTA and the school administration.

The representative of Education for the 70's who delivered the two copies of the survey to you will return in a few days to pick up one copy. You may keep the other copy for personal reference when the survey results are announced.

Thank you for your cooperation.

Michael J. Sterbick
Michael J. Sterbick
President, Board of Directors

Mrs. Ralph Pearsall
Mrs. Ralph Pearsall
President, Tacoma Council of PTA

Angelo Giaudrone
Angelo Giaudrone
Superintendent of Schools

SUPPLY AND MAINTENANCE BLDG. · [illegible] SO. UNION AVENUE

APPENDIX C

E-70 QUESTIONNAIRE

Your Census Tract Number is: ________

EDUCATION FOR THE 70'S

COMMUNITY SURVEY

All information obtained from this questionnaire will be treated confidentially. Your name and address will never be identified with the responses you make to any of the items in this survey.

1. What is your age? ______   2. Your sex. Male ______ Female ______

3. Please circle the number that indicates the last grade of school you completed.

Grade School	Jr. High	High School	Education other than college	College	Degree
1 2 3 4 5 6	7 8 9	10 11 12	1 2 3 4	1 2 3 4 5	BA MA PHD

4. About how long have you lived in the Tacoma Public School District? ______ years

5. Do you own or rent your home? Own ______ Rent ______

6. Do you have a child or children who are presently enrolled in the Tacoma Public Schools?
Yes ______ No ______

****

7. Do you feel you receive enough information about the Tacoma Public Schools?
Yes ______ No ______

8. Do you feel you have enough voice about how the Tacoma Public Schools should operate?
Yes ______ No ______

9. Do you feel you know what kind of education the Tacoma Public Schools are providing for students?
Yes ______ No ______ Undecided ______

10. In your opinion are salaries of Tacoma Public School Administrators:

(a) Too high ______
(b) High ______
(c) About right ______
(d) Low ______
(e) Too low ______
(f) I don't have enough information to make a decision ______

11. In your opinion are salaries of Tacoma Public School Teachers:

(a) Too high ______
(b) High ______
(c) About right ______
(d) Low ______
(e) Too low ______
(f) I don't have enough information to make a decision ______

Directions for answering items 12-59

In the space provided after each of the following statements please write the number that best describes how you *generally* feel about each of the statements.

If you *strongly agree* with the statement write a 5
If you *agree* with the statement write a 4
If you are *undecided* about the statement write a 3
If you *disagree* with the statement write a 2
If you *strongly disagree* with the statement write a 1
If you have *no opinion* or *do not know* write a 0

Example: The Puget Sound area is a good place to live. 5

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12. The Tacoma Public Schools are willing to hear your concerns about the education it provides. . . . ______

13. The School Board of The Tacoma Public Schools does represent you in providing the kind of education you feel students should have. . . . . ______

14. Citizens in this community are as involved as they should be in planning educational programs. . . . ______

15. Students attending the Tacoma Public Schools should be involved in planning the educational programs. . . . . ______

16. Persons who are paid and do not have teaching certificates (teacher aids) should be used by the Tacoma Public Schools to assist teachers in the teaching of students. . . . . ______

17. The Tacoma Public Schools should keep the schools open all year to provide a twelve month educational program for all students. ______

18. The community should provide additional money to enable the schools to offer students a twelve month educational program. . . . . ______

19. A set of rules for suitable dress and grooming for students should be established and enforced for the whole school district. . . . . ______

20. A set of rules for suitable dress and grooming for students should be established by the *School Board* for the whole school district. . . . . ______

21. A set of rules for suitable dress and grooming for students should be developed by a *representative group* of students, parents, teachers, and school administrators for the whole school district. . . . ______

22. The Tacoma Public Schools should permit students to participate in making their own rules for their school behavior. . . . . ______

23. The Tacoma Public Schools should allow high school students the freedom to go where they choose (including off the school grounds) when they are not scheduled for a class. . . . . ______

24. Every public school in Tacoma should provide each student the kinds of instruction which best fits his interests and abilities. . . . . ______

25. Within a grade level, the instruction should be the same in every public school in Tacoma. . . . . . ______

26. The Tacoma Public Schools should keep their buildings open "after school hours" for the students and other community members to use. . . . . ______

27. The community should provide the money to make the school facilities available to students and other community members "after school hours.". . . . . ______

28. The elementary school physical education program is good. . . . . ______

29. The junior high school physical education program is good. . . . . ______

30. The senior high school physical education program is good. . . . . ______

31. The Tacoma Public Schools are doing a good job of teaching students how to study. . . . . ______

32. The Tacoma Public Schools are doing a good job of teaching reading. . . . . ______

33. The Tacoma Public Schools are doing a good job of teaching handwriting. . . . . ______

34. The Tacoma Public Schools are doing a good job of teaching spelling. . . . . ______

35. The Tacoma Public Schools are doing a good job of teaching arithmetic. . . . . ______

36. Students in grades Kindergarten through 12 should be informed about the dangers of drug abuse. . . ______

37. Students in the junior and senior high schools should be instructed in the general area of health and human reproduction. . . . . ______

38. Students in the elementary schools should be instructed in the general area of health and human reproduction. . . . . ______

39. If more than 40% of the students in a school are of a minority race, the school district should bus students to other schools. . . . . ______

40. The Tacoma Public Schools should provide educational programs which would be available to all three and four year old children. . . . . ______

41. The Tacoma Public Schools should instruct students about morality and social values. . . . . . . ______

42. Student discipline practices in the *elementary school* are good. . . . . ______

43. Student discipline practices in the *junior* and *senior high schools* are good. . . . . ______

44. The Tacoma Public Schools are effective in removing inadequate teachers and administrators. . . . ______

45. The Tacoma Public Schools should offer learning situations which take students into the community. (courtrooms, places of business, museums, etc.) . . . . ______

46. The Tacoma Public Schools should continually try out and evaluate new methods for educating students. . . . . ______

47. The Tacoma Public Schools do a good job preparing their graduates who enter directly into an occupation without further training. . . . . ______

In the space provided after each of the following statements please write the number that best describes how you *generally* feel about each of the statements.

Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1
No opinion or Do Not Know	0

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48. The Tacoma Public Schools do a good job preparing students who are planning on entering business schools or vocational-technical schools. . . . . ______

49. The Tacoma Public Schools do a good job preparing students who plan to attend college. . . . . . . ______

50. All students in the Tacoma Public Schools should be given free hot lunches. . . . . ______

51. The Tacoma Public Schools should provide educational opportunities for those students who have dropped out of school but want to continue their studies. . . . . ______

52. The Tacoma Public Schools should provide special educational opportunities for students who are economically and socially disadvantaged. . . . . ______

53. The elementary school counselors are doing a good job. . . . . ______

54. The junior and senior high school counselors are doing a good job. . . . . ______

55. The school psychologists are doing a good job. . . . . ______

56. The school social workers are doing a good job. . . . . ______

57. The Tacoma Public Schools should provide special services for meeting the needs of physically, mentally and emotionally handicapped students. . . . . ______

58. Only a few basic building plans should be used in building new schools. . . . . ______

59. The students in the Tacoma Public Schools are receiving a good education. . . . . ______

****

60. Please indicate the one thing you ***like most*** about the Tacoma Public Schools. ______

______

______

61. Please indicate the one thing you ***dislike most*** about the Tacoma Public Schools. ______

______

______

E-70 CHAIRMEN

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